DOCUMENT RESUME

ED 319 925 CE 054 867

AUTHOR Carnevale, Anthony P.; And Others
TITLE Training Partnerships. Linking Employers & Providers.
INSTITUTION American Society for Training and Development, Alexandria, VA.
SPONS AGENCY Employment and Training Administration (DOL), Washington, D.C.
PUB DATE Mar 90
GRANT 99-6-0705-75-079-02
NOTE 52p.
PUB TYPE Information Analyses (070)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Adult Education; Colleges; Community Colleges; *Cooperative Programs; *Job Training; *Linking Agents; Management Development; Outcomes of Education; Professional Associations; *Professional Development; Proprietary Schools; *School Business Relationship; Secondary Schools; Supervisory Training; *Trainers; Unions; Vocational Schools
IDENTIFIERS *Job Training Partnership Act 1982; Private Industry Councils

ABSTRACT

This document summarizes research on partnerships in training. Part I describes forming linkages between employers and providers as a common business transaction and identifies services available from providers, locating a provider, criteria for selecting a provider, and how to evaluate linkage relationships. Part II describes the providers of training and identifies educational institutions, such as 4-year colleges and universities, community and junior colleges, secondary schools, vocational and technical schools, and proprietary schools; trade and professional associations; unions; community-based organizations (CBOs); the Federal Government; businesses; and public funding sources and intermediaries, such as the Job Training Partnership Act (JTPA) and Private Industry Councils (PICs). Part III describes the following types of training: executive development, management development, supervisory, nontechnical professionals, technical professionals, international, sales, safety, regulatory, customer service, and clerical technical skills. Part IV describes the creation of a linkage as a learning experience. A 38-item reference list is included. (CML)

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Training Partnerships

LINKING EMPLOYERS & PROVIDERS

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The American Society for Training & Development

U.S. Department of Labor
Employment & Training Administration

Training Partnerships

LINKING EMPLOYERS & PROVIDERS

by
Anthony P. Carnevale
Leila J. Gainer
Janice Villet
Shari L. Holland

The American Society for
Training & Development
Donna McNamara, President
Curtis Plott, Executive Vice President

U.S. Department of Labor
Employment & Training Administration
Elizabeth H. Dole, Secretary
Roberts T. Jones, Assistant Secretary

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PREFACE

This publication summarizes a portion of the research conducted under a two-year joint project of the American Society for Training and Development and the U.S. Department of Labor. It represents an overview of the findings about partnerships in training from our organization and strategic role of training, technical training, and basic workplace skills research. More comprehensive coverage of this topic and other findings will be available in 1990 in four books:

TRAINING IN AMERICA: THE ORGANIZATION AND STRATEGIC ROLE OF TRAINING explores how training is structured, financed, and linked to the strategic goals of employer institutions. It also maps the size and scope of training in employer institutions.

TRAINING THE TECHNICAL WORK FORCE examines how technical workers get their training, what it costs, who provides it, how it links to strategic goals, and what the future holds for the technical work force.

WORKPLACE BASICS: THE ESSENTIAL SKILLS EMPLOYERS WANT maps out the skills that employers need and charts the strategic relevance of each skill. A model for establishing a basic workplace skills program, as well as generic curriculum for each skill, is included. In addition, *WORKPLACE BASICS TRAINING MANUAL* charts the step-by-step process for establishing a basic workplace skills program. It includes charts and checklists for implementation.

ACCOUNTING AND EVALUATION includes an accounting model that represents a tested method of capturing training costs and benefits. It also explores effective evaluation methods that connect training to strategic change.

Articles from this two-year research effort have been published in the October, November, and December 1988 issues of the *Training & Development Journal*. A special supplement entitled "Making the Competitive Connection: Strategic Management and Training" was published as part of the September 1989 *Training & Development Journal*. In addition, two booklets, "Workplace Basics: The Skills Employers Want" and "The Learning Enterprise," were published in October 1988 and April 1989, respectively. Other *Training & Development Journal* articles are anticipated during 1990.

March 1990

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The material in this project was prepared under Grant No. 99-6-0705-75-079-02 from the Employment and Training Administration, U.S. Department of Labor, under the authority of Title IV, part D, of the Job Training Partnership Act of 1982. Grantees undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment. Therefore, points of view or opinions stated in this document do not necessarily represent the official position or policy of the Department of Labor.

INTRODUCTION

Training Partnerships: Linking Employers and Providers

American employers spend about $30 billion, or 1 to 2 percent of their payrolls annually on formalized training for their workers. About 69 percent or $21 billion is invested in training that companies design, develop, and deliver using in-house resources. But, 31 percent or $9 billion is expended on training that is purchased from outside providers.

Several large players have slices of the $9 billion training provider pie. Four-year colleges and universities get the largest slice at about $2.9 billion. Community colleges and technical institutes ring up about $1.4 billion, while vocational and other schools provide about $760 million in training. Investment in training provided by community organizations and private instructors, are underwritten by government funding accounts for another $928 million. Professional, trade, and labor organizations provide about $1.3 billion. And the training industry, composed of large and small suppliers of training assistance, provides about $1.5 billion in training services to employers annually. (See Figure 1).

Providing training to companies is big business. And it's growing. Technological and process innovations are driving skill requirements upward as workers struggle to adapt to changing times. Complicating this picture is a shifting demographic landscape that has America's existing workforce aging and its entry-level labor pool shrinking, creating a whole new set of challenges around basic skills deficiencies and learning styles. The massive job of preparing workers to fine-tune their existing skills and acquire new ones is often too big for an in-house training department to handle alone. So, increasingly, employers are turning to outside training providers for assistance.

This report looks at the provider community and how employer-provider relationships are developed and sustained over time. Through checklists and decision-trees, it also attempts to assist employers in making more informed decisions regarding the purchase of provider training; and it aims to help providers understand more fully what drives employers to reach the "make or buy" decision.

Partnerships between employers and training providers such as educational institutions, unions, public job training underwriters, and private training suppliers are common. Over the years, they have become widely recognized as an important tool for cost-effectively meeting the evolving training needs of employers.

As employers have become more sophisticated about the availability, quality, and services of outside training providers, they have moved to build new and more flexible partnerships. Often, they have taken the initiative in developing cost-effective, long-term relationships that spawn a renewable source of skills and knowledge.

Providers have done their part as well to foster and sustain partnerships. They have worked hard to be flexible and adaptable in response to employer needs. And, they have aggressively moved to portray their services in terms of return on investment for both an employer and its community.

In fact, the idea of partnerships has become so popular and grown so quickly in all fields that it has spawned a litany of terms to capture the essence of these endeavors. One of the most well-known and popular phrases to describe relationships between employers and outside providers is *linkages*. Linkages

has become the umbrella term under which partnerships, joint ventures, and connections occur. But the fact remains that organizations come together for many different purposes, in many different ways, and with varying degrees of involvement. Linkages, partnerships, joint ventures, and other employer-provider connections are not one and the same. Each of these relationships has distinguishing characteristics like the many hues of a color; they can take many shapes and forms. In some relationships, formal constraints are placed on the interacting parties; in others there are informal boundaries and voluntary chains which bind the two together. Still in others, the relationship is clearer; it is based on services received and money paid for those services. This report focuses on those defined relationships which are referred to by human resource development practitioners as linkages.

Linkages, are formal, contractual relationships between employers and training providers that exist for the purpose of providing job-specific training to a targeted group of employees. Some even say that this relationship is actually contract training. Whether the contract is explicitly or implicitly defined, the conditions are set and met, whereupon payment is made. Linkages are generally initiated by the employer to meet specific training needs. Employers pay external providers for training services and this pay-for-hire format drives program design and delivery methodology.

While this report focuses primarily on linkages, it is important to discuss the other kinds of relationships that, while less formal and results-oriented, have led employers toward a river of resources and helped to create the linkage bridge. These other relationships are largely advisory with the primary function of promoting information exchange. For employers this may mean advising a provider about labor market trends, industry skill needs, or the specifics of education or training programs that will prepare individuals to find jobs in the community. It may even mean an employer encouraging an outside provider to train students in specific occupations by lending equipment for the training or consulting on curriculum design or delivery. For the provider, this kind of relationship hinges on providing feedback to the employer about provider capabilities in preparing the community's future workforce or suggesting ways that employers can assist the provider in constructing strategies to meet industry needs.

Employers often view this kind of information exchange as a community service. Consequently, such connections do not necessarily result in the employer hiring individuals trained by the provider. In fact, the main characteristics of these relationships are that:

- Employers do not pay to have training set up or provided. The provider establishes the curriculum and enrolls students.
- Trainees are not current employees of the employer/advisor and may never be future employees even if they are well-trained because the relationship does not include hiring commitments.
- Employers sign no contracts and pay no money to support the training.

These looser relationships can and often do lead to the establishment of linkages. If, for example, the president of a local company serves on a community college advisory board, there is a connection between employer and provider. If, after attending several meetings, the company president concludes that the college can meet some of the firm's training needs, the president may offer to pay the college for establishing a specific training program for company employees. A linkage is established.

Conversely, an employer's purchase of occupational training programs from a technical institute may lead to an advisory role or to donations of equipment to assist the institute in serving the community. Either of these two kinds of relationships can spawn the other and can be interdependent.

There are many kinds of relationships that are related to the concept of linkages. These relationships are forged in many ways. Some of the most common are:

- *Advisory Committees*—composed of representatives from the local business community who usually have a sense of their firm's future training needs. Once on the committee, the representatives often participate long enough to gain a full appreciation of the institution; usually they are involved in more than one event or cycle of the school's program. Advisory committees provide advice to an educational institution's leadership and administration; help identify community employment and training needs; develop and support long-range goals of educational institutions; and, serve as a communication link between educational institutions and the private sector. Advisory committees and their members can be valuable resources and effective tools. They help educational institutions build state-of-the-art

curriculum and give employers the opportunity to influence the future workforce. Their effectiveness depends on careful selection of members, clear delineation of committee responsibilities and roles, and attention to meeting schedules, arrangements, and communication.

- *Cooperative Work Experiences*—place approximately 200,000 students per year in private sector jobs. In co-ops, students receive an introduction to the realities of the workplace, get an opportunity to apply classroom concepts and principles, and earn wages. One distinguishing characteristic of this relationship is that students are the conduits of information between employers and education providers. Students often return from co-op experiences with valuable insights that reflect current practices, problems, and technological developments in the private sector. Educators, in turn, use these insights to remain current. Employers gain the opportunity to contribute important suggestions for curriculum development, learn about potential employees, and receive these contributions at less than full-time salary costs. A co-op's effectiveness is based on how carefully it is developed. It should ensure realistic, educational work activities for students and allow employers to benefit from student's insights and skills.
- *Personnel Exchanges*—It is extremely common for educational institutions to hire employees from local industries as part-time faculty to teach special one-time courses or to teach on a regular basis in the evenings, on weekends, or during the summer. It is also common for employers to provide skill upgrading programs in industry settings for technical faculty; these programs are offered for extended periods of employment, often during the summer or other semester breaks.
- *Curriculum Sharing*—Post-secondary institutions and industry often share training curriculum that can be used in academic and industrial settings. When industry shares, it is often investing in a job-ready workforce; students are receiving state-of-the-art, tested, and applied training. At the same time, post-secondary institutions using industry curricula recognize their applicability to the workforce and often find that those students move more quickly into the ranks of the employed.
- *Continuing Education*—reaches beyond job-related training and focuses on the future; it reaches workers who want to expand skills and knowledge beyond their current jobs. Continuing education may consist of working towards a degree, a certificate, or simply taking a course relating to a particular field or discipline. Many schools offer credit or continuing education units (CEUs) for continuing education courses. In some cases, continuing education may be a broad requirement of employment. In others, it is pursued for personal reasons such as self-improvement or career development. If an employer considers the education pursued as job-related, the employer will pick up the tab—usually through tuition reimbursement. Overall, continuing education requires very little cooperation between employers and providers. In fact, it is actually a linkage between an employee and a training provider, with the employer playing a very minor role, perhaps as a coordinator or a conduit of information. The employer rarely has any input into the design or development of continuing education curricula.
- *Networking*—an effective means for individuals to stay abreast of new developments by talking with their peers. Many organizations and professional associations provide a forum for the exchange of information between professional trainers, educators, and employers. These associations are geared toward

FIGURE 1

improving program delivery, encouraging scholarly attention in the field, and elevating the image of their specialty area. Interchanges among members of associations expose the members to new technological developments and state-of-the-art knowledge. Even professionals outside these organizations have access to association information through journals, seminars, and conferences.

As stated earlier, these connections are informal, loosely structured relationships between employers and potential suppliers of training programs. They may assist in the formation of linkages by creating a dialogue between the two entities and laying the foundation for future dealings—for formal relationships that consist of a business transaction between a buyer (the employer) and a seller (the training provider). The dynamics of these linkage relationships are explored throughout the rest of this report.

PART I

Forming Linkages: A Common Business Transaction

Providers are constantly marketing their products to potential clients; employers are bombarded daily with phone calls and mail encouraging them to buy particular products. However, employer training purchases are rarely made on the basis of slick brochures or friendly phone calls from a provider. Employers view the information they gather through these channels as tools to assist them in their selection but generally, linkages that result in an employer purchasing a training product or program are originated by the employer. The reason for this is clear—training linkages are based on employer need; that is, an outside provider is called upon when an employer requires help in responding to its training needs.

The person within the employer institution who actually makes the contact with the provider varies among employers and by circumstance. When an employer institution has a centralized training function, staff in that department are the most likely to contact providers. When training is decentralized, the contact person may be housed in an operational department or at a plant site. Contacts with providers may be made from any level within the employer organization—company training director, operational manager, line supervisor, training staffer—depending on who has the authority to explore and ultimately sign off on the training purchase.

Regardless of who selects the training provider, corporate training practitioners agree that forming a linkage is a common business transaction: the decision to go outside is much like any other business purchase. This belief holds true regardless of the frequency with which any given company may use an outside provider. In most cases, establishing linkages is as simple as picking up the phone and contacting a desirable provider. For example, an employer identifies a problem, believes it can be resolved through a training program, and seeks to fulfill the training need. If the need cannot be met with in-house resources, the employer decides to purchase training and conducts a search for a provider who can meet that training need. Therefore, the distinguishing characteristics for linkages are not in HOW they are formed, but rather with WHOM and for WHAT REASONS.

Employers generally enter into a questioning process before they invest in outside training. Questions vary first and foremost by the type of training required (managerial, clerical, and so on), and second by the characteristics of an employer's specific needs within each stage of the training process. For example, questions generated from a training needs analysis are unique to both training area and employer environment. These questions aid in the search for a provider and, ideally, surface before the search for a provider begins.

Other variables may also influence decisions regarding which providers are used, how they are used, and their level of involvement in developing and delivering training programs. They include:

- the type of industry and the unique needs it might have,
- the size of the company, especially the training department, and the size of the training budget,
- the types and levels of the people being trained, personal contacts the trainer or employer might have with outside providers,
- the geographic proximity of the provider,
- local economic conditions, such as the availability of prepared personnel and the training needs of the local population, and
- government incentives to conduct training or to buy training from specific providers.

A training linkage does not necessarily mean contracting with a provider from start to finish. An employer rarely picks up the phone and orders a complete training program. While many providers do offer comprehensive services, employers often don't need or can't afford the whole package. Most commonly, employers use a combination of inside and outside resources to bring training to their employees, reasoning that a balanced mix of resources enhances programs by providing the best of what is available.

Examining the Make or Buy Decision

The make or buy decision—the decision to build a program with in-house staff and resources or purchase assistance from outside training experts—may be made for all or any part of a training program. The employer decision to make or buy is influenced by need, in-house capability, and available funding. Since the role of the provider is driven by those circumstances, the make or buy decision usually hinges on how providers measure up to the needs and standards of the employer. The consideration and application of these standards is sometimes self-consciously systematic. But, frequently, the purchaser considers what the provider has to offer in a more intuitive way and reaches the "buy" decision on instinct borne out of past experience.

Ideally, as one training practitioner noted, the desire to provide the best quality training product should be the primary catalyst driving the make or buy decision. But quality is not always the deciding factor. For example, an employer with some in-house training capabilities needs to develop a highly technical training program. A reputable supplier, well known for his expertise with this kind of program, is available. But cost considerations drive the employer to develop the program with existing staff. Conversely, if cost is not an issue, but time and convenience are, an employer may purchase a training program even though there is in-house expertise among the training staff.

Research shows that practitioners most frequently cite the following criteria as guides to the "make or buy" decision.

1. *Expertise*: A decision based on expertise is most dependent on how specialized or unique the desired training need is. Specialized topics require greater expertise; more generic topics require less. Employers generally turn to in-house resources if the expertise exists. If in-house expertise is lacking, employers often seek an outside provider either to fill the need directly or to train individuals to become trainers. However, this criteria is not set in stone. If an organization has the expertise to conduct its training in-house, it may look to outside sources for services or materials that complement its resources. For example, a company may buy generic, readily available training materials such as workbooks, computer training programs, and video programs to offset costs of in-house development.

Employers usually rely on in-house expertise for training that is unique to a particular employer or product. Such training is governed by employer philosophies and procedures and is, therefore, not readily available in the external market. Given these boundaries, outside providers usually operate in an advisory capacity, assisting in-house experts with design and delivery.

The following illustration shows the relationship between the training need and the tendency to use an outside provider.

FIGURE 2

When Do Employers Seek Outside Expertise?

2. *Timeliness*: If the in-house staff does not have the time to develop and deliver the program within the time frame requested, employers often seek outside services. On the other side, employers governed by strict, formal, and lengthy procedures when contracting with outside suppliers may use in-house resources more readily to save time.
3. *The size of the population to be trained*: The larger the training population, the more likely employers are to rely on in-house resources. The major impetus behind this decision is economics. For example, if there is a large "common need" for training, the likelihood increases that the program will be delivered more than once, thus resulting in economies of scale. However, when training is needed for only a few people, it is difficult to justify the time required for in-house development and delivery and the decision to go with an outside provider becomes more practical.

4. *Sensitive or proprietary subject matter*: If the subject area of the training is sensitive or proprietary, training is likely to be done inside regardless of other factors effecting the make or buy decision. Sensitive or proprietary training is training used to gain a competitive advantage or training which gives way to proprietary, product, or strategic knowledge. Employers rarely issue security clearances to outside resources to provide training of this nature.
5. *Cost considerations*: Although cost is an important factor governing the make or buy decision, it is often considered in concert with other criteria. Sometimes it is more cost effective to contract out, sometimes not. Therefore, most employers consider cost to be a secondary factor when deciding to make or buy.
6. *Employer conditions*: The size of an organization or its training department affects the weight employers place on criteria effecting the make or buy decision. It is important to note that just because a company is large, it does not necessarily follow that the company supports a large training department. The assumption, however, does translate more readily to smaller operations. A small employer or a small training department is less likely to have the expertise, resources, or time to meet a specialized need. A large department, on the other hand, is more likely to have the resources necessary to conduct programs in-house.
7. *Other factors*: An employer's decision to "buy" is not governed exclusively by the aforementioned criteria. An employer may use an outside provider to bring in new ideas or "new blood." Outside providers can rejuvenate a dull or boring training program which may, in turn, motivate employees to attend and learn. Or, the make or buy decision can often be a moot point; a company may have a policy not to use outside resources because top management believes that it should be able to meet all training needs with inside resources. Rarely, though, are there companies that *never* use outside providers.

Figure 3 summarizes the criteria discussed above and outlines the make or buy decision-making process.

What Can Employers Purchase From Providers?

Employers must consider the extensive range of provider services before they can make informed purchases. As discussed earlier, an employer rarely "buys" a comprehensive training program. Today, most employers look to providers for training materials, to deliver training, or to train in-house personnel to be trainers (train-the-trainer). Train-the-trainer linkages are growing in popularity because they are cost-effective and help the employer build an institutional capacity for the future; the employer pays for training one employee, and that employee is then qualified to deliver training in-house.

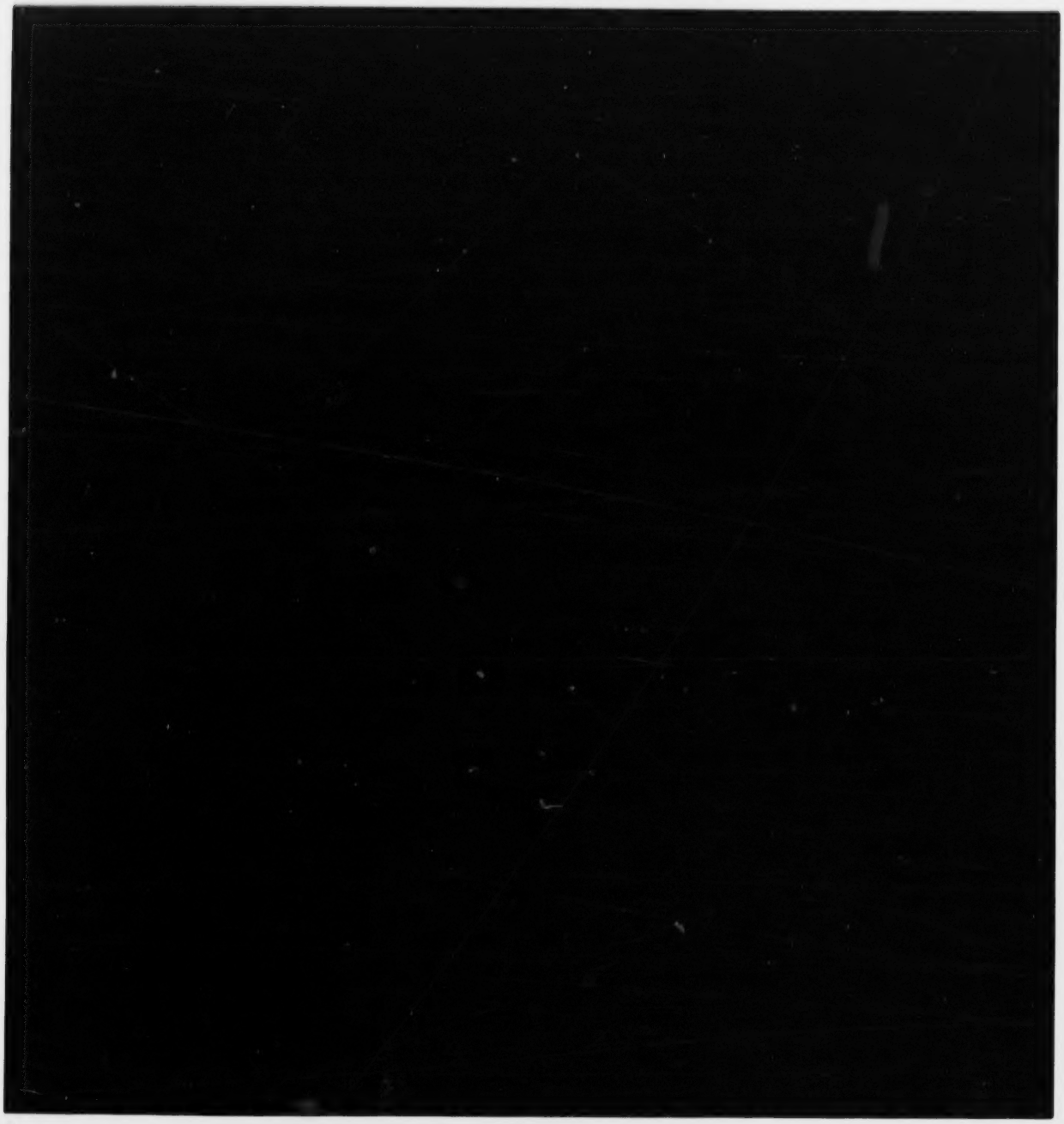
Employers can purchase any one or combination of the following services from providers:

- assistance with the initial training needs analysis,
- expertise and guidance to assist in-house staff members with the design and development of an in-house program,
- design and development of a company-specific program that will be delivered by someone else,
- supplemental training materials (such as workbooks, software, audiovisuals, and so on) for an in-house program,
- program delivery for a program that was designed and developed elsewhere,
- training of in-house trainers so that they are able to deliver a program in-house, or
- responsibility for an entire program from analysis to delivery.

One issue that surfaces when an employer decides which services to buy from a provider is whether to purchase a customized or an off-the-shelf product. A customized product is developed from scratch to suit individual needs. An off-the-shelf program, sometimes called "prepackaged" or "canned," is by its very nature generic, providing general information within a particular subject area. Often, prepackaged programs come with training for in-house staff who will eventually deliver the training. Training practitioners seek out "canned" programs because it is not always necessary to "reinvent the wheel." For example, an

FIGURE 3

Go Or No Go?
Selecting An Outside Provider



employer may choose a prepackaged computer training program because it does not need to be company-specific, and it is less expensive and time-consuming than developing one in-house. Employers and providers claim that 90 percent of training is based on off-the-shelf products and only 10 percent on customized programs. According to training practitioners, most off-the-shelf programs are subtly and gradually tailored to incorporate company specific examples, making prepackaged programs a more desirable option.

Whatever the provider role, a constant exchange of information flows between employers and providers. The following chart illustrates the information flow according to the roles that the provider might play.

FIGURE 4

Information Flow Between Employers and Providers

Identifying Providers

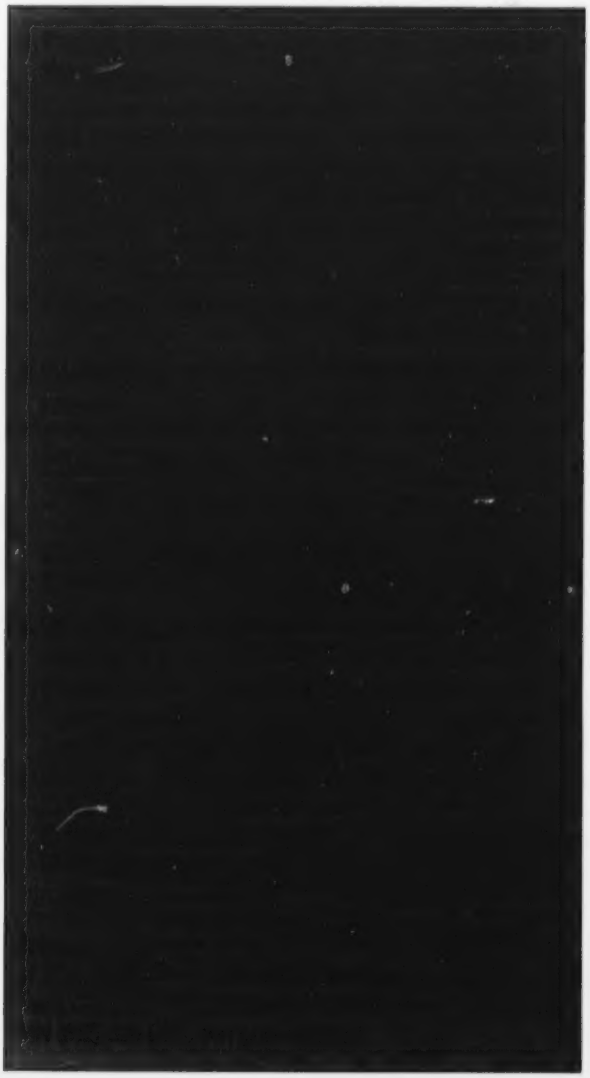
Locating a provider is much simpler when employers have thoroughly examined their training needs. However, how employers go about identifying providers is dependent upon their experiences and informal communication networks within the training community. Employers with longtime dealings in human resource development almost always identify providers through informal training networks specific to their training area or industry. These employers choose providers based on referrals from peers and information passed on through professional associations or trade shows. Very often, these employers select providers who have been former employees or longtime colleagues and are usually located nearby. Formal networks are available to assist employers who lack informal networks to locate the best providers:

- TRAINET, a computer data base available to members of the American Society for Training and Development, contains information on a variety of training programs and providers.
- *Bricker's International Directory,* a resource manual on executive and upper-level management programs at numerous colleges, universities, and independent institutes.
- Directories published by professional or trade associations listing providers by subject area. Two publications available at the public library are *Consultants and Consulting Organizations Directory* and *Training and Development Organizations Directory,* published by Gale Research Company.

Once potential outside providers are identified, many employers hold a preliminary meeting with each of them to explain the company's training needs, outline the ground rules of the working relationship, and explore further the provider's ability to deliver what is needed. The following checklist identifies the typical content of such meetings.

FIGURE 5

Meeting with Potential Outside Providers



Criteria Employers Use to Distinguish Between Providers

A large number of providers exist and many have similar products to sell. Employers must define criteria to serve as a framework in distinguishing among providers. Criteria commonly identified by employers are:

- *Cost*—Does the provider offer a desirable product at a reasonable cost?
- *Credentials*—Does the provider have any special certification or documentation that validates his expertise in a particular training area?
- *Background*—How long has the provider been in business? How long has the provider been involved with a particular subject area?
- *Experience*—Who has the provider worked with and how successful was the relationship? What do the provider's references report?
- *Philosophy*—What beliefs and values does the provider hold? Does the provider prefer a particular approach to any given topic such as a particular management theory?
- *Delivery method*—What teaching methods does the provider use? Is the provider able to apply adult learning theory? Also, what materials are used and in what form are they presented (lectures, workbooks, audiovisuals, interactive videos)?
- *Content*—What topics will the provider cover in the program?
- *Actual product*—What will the actual program look like? Most employers want to see a sample presentation or will request that the provider develop and test a pilot program before a formal contract is made.
- *Results*—What can the employer expect as an outcome of the training?
- *Support*—How much support will the provider offer to the employer during the implementation of the program and follow-up?

Armed with broad criteria and results from a needs analysis, employers move to the next level by developing specific criteria unique to each training area. For example, if the needs analysis shows that clerical workers are deficient in office etiquette, it is logical that a provider will be chosen based on his or her ability to supply those skills. However, one employer may believe that the most important criterian for such a provider is that he or she has a background which includes several years of work experience in an office setting. Another employer needing the same kind of training may believe that it is more important that the provider has a background which includes several years of teaching experience in the subject area and is not as concerned with firsthand, practical experience. Both employers are concerned with "background" criteria. However, they might select different providers because they are concerned with different aspects of the background criteria.

The Special Role of the RFP

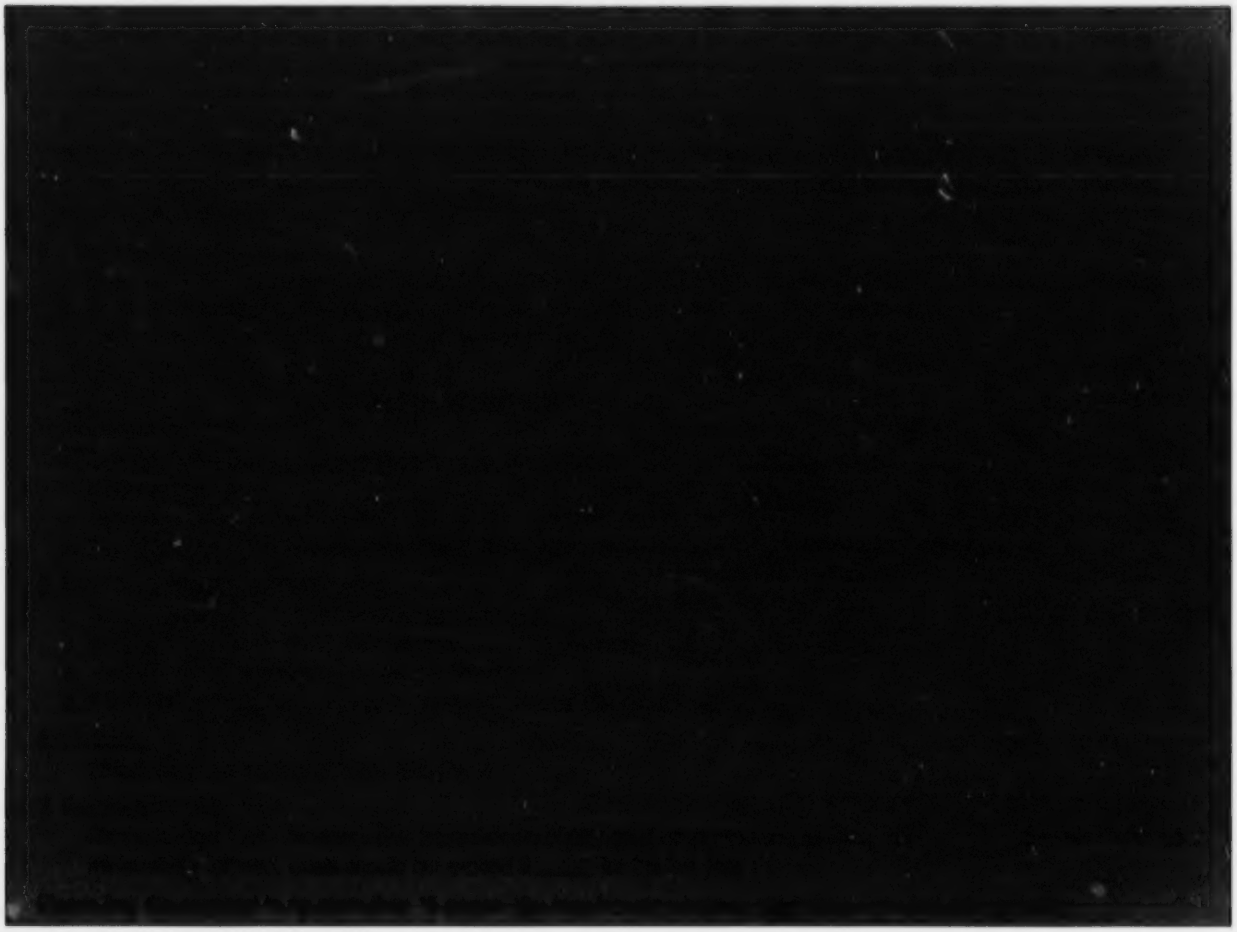
A Request For Proposal (RFP) is a formal, orderly, and systematic process employers use to locate and distinguish among providers who can offer the best product at the best price. Specifically, an RFP is a request written by an employer asking providers to submit proposals stating how and at what cost they could meet the employer's needs and specifications. Once proposals are received, the employer begins a review process to select the provider that most closely matches the employer's need at the most affordable price. The RFP process can take anywhere from three to six months or longer. In many cases, it is much easier to select a provider in a less formal manner and develop a training program in a much shorter time frame.

Overall, RFPs are not used very extensively in the private sector, possibly because the time frame for securing bids often exceeds the time frame of the desired training program. Often, however, they are a required part of a business transaction such as those with the government. When they are not required, RFPs are most commonly used for very large and/or expensive projects.

As shown in Figure 6, the RFP is carefully structured in order to give employers a means to compare provider proposals. This uniformity can help employers select the best provider because each proposal must respond to the same criteria; employers don't have to sort through apples and oranges in order to find the best apple.

FIGURE 6

Sample Request for Proposals



Source: Adapted from RFP guidelines for solicitation of educational providers developed by Public/Private Ventures, Philadelphia, PA., 1987.

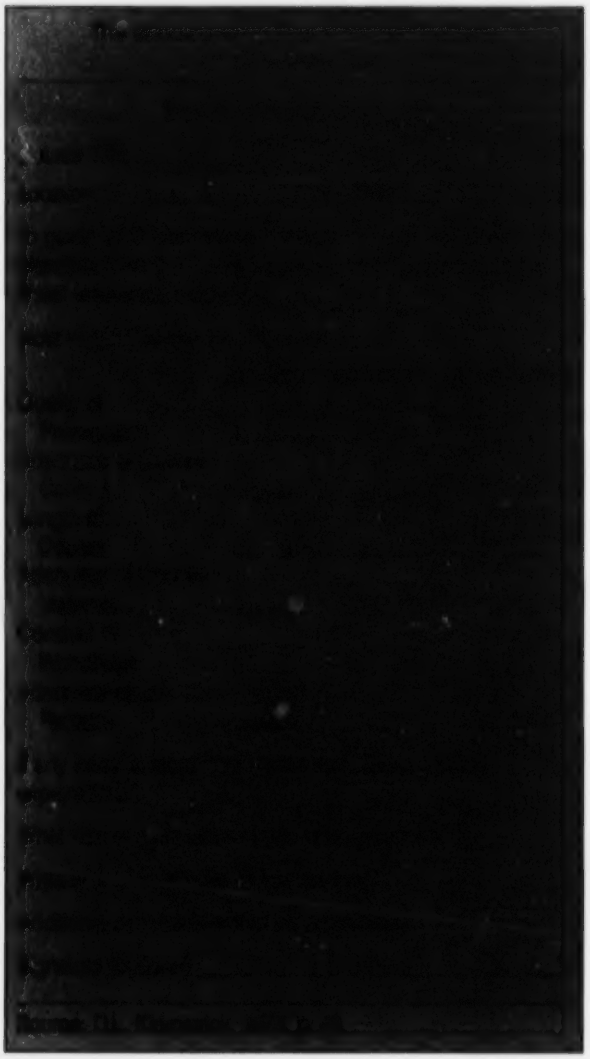
Evaluating Linkage Relationships

Evaluating programs conducted by an outside provider can determine not only whether the provider delivered what the employer paid for, but whether the linkage with the provider was a productive one. More specifically, these evaluations can determine the return on investment for the training program, show the effectiveness of training in measurable terms, and justify the often large training expenditures for programs developed outside the organization. While providers often include an evaluation of the training program as part of the linkage package, it is up to the employer to evaluate the linkage relationship.

Most organizations and providers *do* evaluate some aspect of training, although mostly at the participant reaction level—using the "happiness" or "smile" sheets that are handed out at the end of a training program. More effective and more accurate evaluations need to be done, however, in order to show the return on investment for training. Most importantly, an

FIGURE 7

Sample Rating Form—Course Content



evaluation should be designed early in the training process, as the goals and objectives for the course are being determined. When an employer and a provider are negotiating their contract and working out the details of the design of the training program, a system of evaluating the program and the provider should be designed at the same time.

There are a number of ways to conduct evaluations, all differing in design, data collection methods, the value and accuracy of the information, and the practicality of use. There are four levels at which training can be evaluated: reaction, learning, behavior, and results (Kirkpatrick, 1975). Most programs are evaluated at the reaction level; while accuracy is at its lowest at this level, it is the easiest to conduct. This evaluation is subjective and may not provide any "hard" data about what has been learned in the class. Training participants fill out questionnaires at the end of the training and give their personal reactions to the material, the instructor, and the information presented. A sample reaction sheet is shown in Figure 7. The learning level measures how well participants can transfer what they have learned in the training session to their job. Usually, participants take a test to show how much they have learned in the training course. A sample test is shown in Figure 8. The behavior level measures recognized changes in behavior on the part of the participants after they have completed the training and are back on the job. The results level measures any changes in the organization that have taken place as a result of the training and looks at changes in productivity, reduced costs, and other factors. This level of evaluation is very accurate and of high value, but is often overlooked because it is complex and time consuming. This level provides the best opportunity to evaluate outside providers and the effectiveness of the linkage relationship.

All evaluations, regardless of the level, should be designed to address conceptual issues such as the purpose of the evaluation, the audience, the client of the evaluation, the questions and issues the client wants addressed, and the constraints placed on the evaluation process. Technical issues also need to be considered, including the source of the data, the methods of data collection, the design of the evaluation, and the timing of the evaluation. Evaluations are only useful when they address the concerns and needs of the client. Specifically, an evaluation should address who needs what data for what purpose, should be conducted on a periodic basis, and should be tied to other

FIGURE 8

Sample Form for Testing Participant Learning

FIGURE 9

EVALUATION CHECKLIST

elements in the training process (design, development, and delivery).

The more sources of data used to gather information for an evaluation, the more complete the picture of the effectiveness of the training program. Data can be collected in several different ways. Quantitative data collection methods include using performance records and tests, standardized questionnaires and survey instruments, and personnel assessment instruments. Quantitative data is easy to measure and quantify, relatively easy to assign dollar values to, objectively based, provides a common measure of performance and is credible. Qualitative data collection methods include interviews, observations, focus group meetings, and case studies. These methods are subjective, behaviorally oriented, may be difficult to standardize, and are less credible. More than one data collection method may be used, and some may be more suitable than others depending on the purpose, audience, and time constraints of the evaluation.

In addition to evaluation, which is conducted periodically and usually at the completion of a training program, continual monitoring of an outside provider can also be a valuable tool in determining whether or not the provider supplies the product requested by the employer. Monitoring is an on-going process that tracks the progress of the provider through all phases of the training process.

A process that may have built-in procedures for monitoring and evaluating training programs conducted by outside providers is the RFP. Because an RFP is a formal, written agreement specifically outlining the roles of the employer and provider, more care may be taken by both parties to meet and evaluate the specifications contained in the RFP.

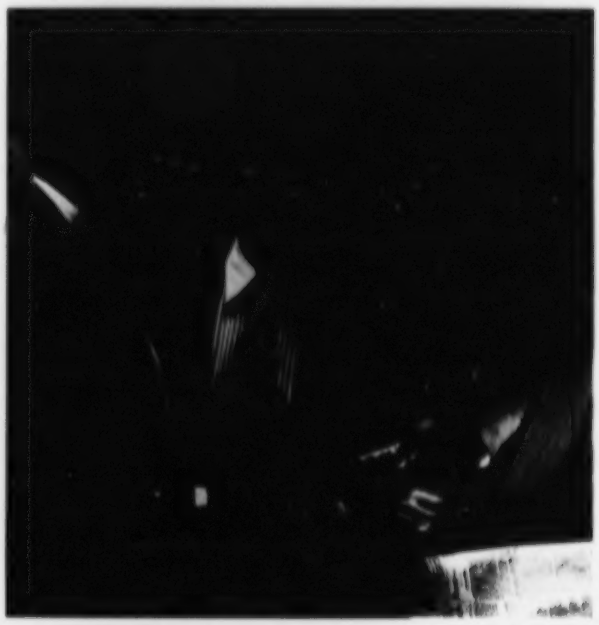
Evaluations are an important aspect of any training program, whether it is conducted in-house or by an outside provider. But, to be effective, evaluations must be designed carefully to measure what their targets are intended to measure, be timely, be tied to the goals and objectives of the training program, and be developed early in the design of the training program. Figure 9 contains a checklist that may be helpful to employers as they evaluate both the linkages with outside providers and the training programs they deliver.

PART II

Who are the Providers of Training? Suppliers and Consultants

Suppliers are those independent organizations that provide training on a consulting basis. They come in all sizes and shapes. Some are large national, international, or local firms that offer a wide variety of training capabilities in almost all areas of training; others are small and tend to specialize in one or two areas. Regardless of the size of the firm, the most common use of suppliers and consultants is for training professional employees. And, regardless of what training population is being served, suppliers and consultants are the most extensively used providers because their sole mission is to market their training wares to employers.

Employers assert that suppliers and consultants have proven to be the most responsive to employer needs. These providers offer convenience, flexibility, and timeliness when delivering specialized services. In addition, they are extremely mobile and will usually come to the employer site regardless of location.



Of all consultants, employers most frequently use small, one to two person firms. This phenomenon most likely results from the fact that small firms outnumber larger firms; individual entrepreneurs continue to enter the consulting market because it poses relatively few entrance barriers. Setting up a small consulting firm does not require a large staff and equipment and overhead costs are low.

Large consulting firms usually attract employers involved in large, expensive training projects. These employers find large consulting firms responsive to their time and resource requirements; money is not an issue. Large consulting firms usually offer a variety of services, including a wide array of prepackaged programs that can be easily tailored to employer needs as well as an available trainer "pool" ready on short notice to supplement in-house efforts. For those employers who choose large consulting firms over small ones, it's like going to a large grocery store instead of the corner market.

A Snapshot: Steelcase and Learning International. Steelcase is a $1.7 billion international office products company manufacturing chairs, open-office furniture, and filing systems. The Steelcase network, headquartered in Grand Rapids, Michigan, consists of 500 authorized dealers. It employs 17,000 workers worldwide; approximately 400 members of its workforce are sales representatives.

Steelcase primarily uses outside training providers to develop and deliver process-oriented programs that give their employees common, general skills. Steelcase believes that large consulting firms, rather than small firms, can better meet this criteria. According to Steelcase, small consulting firms are a better choice for one-shot programs or event-oriented courses which train employees to react to specific circumstances.

In 1984, Steelcase determined a need for uniformity in sales training for its dealerships and began exploring options for providing such training. Several sales managers and dealerships recommended the use of Learning International, a firm that had provided Professional Selling Skills sales training for Steelcase employees in ten Steelcase dealerships.

Learning International, a subsidiary of the $3.2 billion Times Mirror Company since 1985, is one of the largest consulting firms in the world. Learning International employs 439 people in thirty-six locations worldwide. Although the company will not reveal its net worth, it claims to have greater revenues than any other supplier in the same category. The company's clients include many Fortune 500 companies.

Learning International provides training to all levels of employees primarily in the areas of sales, management, and customer service. In addition to offering packaged programs, Learning International creates entirely customized programs to meet special client needs. Learning International will also work with clients to incorporate company-specific role-play exercises into an existing program or combine two or more programs to create a unique training solution that best meets the client's needs.

Learning International conducts most of its training at the client's location or at a site selected by the client. Learning International is frequently responsible for delivering its own training programs; however, the company also offers train-the-trainer programs.

The Professional Selling Skills program that had been provided to Steelcase dealerships is the most popular sales training program in the world; to date, three million people have completed this program.

Steelcase dealerships told corporate headquarters that the program, which was offered nationwide, was easy to administer. The dealers also reported that trainees retained the information and used their newly gained skills on the job. In addition, Steelcase corporate headquarters contacted Learning International to work in concert with their in-house sales training efforts for corporate sales employees.

Steelcase contracted with Learning International for sales training materials and a train-the-trainer course for approximately eight Steelcase employees. Those eight Steelcase employees ("master trainers") then trained twenty others, giving the company fifteen corporate in-house sales trainers and thirteen in-house field trainers to deliver sales training. Steelcase also requested that Learning International serve in an advisory capacity for their in-house efforts to design customized training programs which corresponded with new product launches.

Since 1984, the Steelcase/Learning International partnership has brought training to 3,000 employees. According to Steelcase, this linkage has facilitated better communication and understanding throughout the company because employees use the same sales approach and terminology. Moreover, Learning International provides support to Steelcase, as needed. Due to the success of this linkage, Steelcase and Learning International continue to work together; Learning International provides train-the-trainer courses and presents new training programs at Steelcase's quarterly training specialist meetings.

Educational Institutions

The primary mission of educational institutions is to provide a broad, general education to students before they enter the workforce. And, in this light, many employers seek out educational institutions to meet the continuing education needs of their employees. However, today's educational institutions are beginning to recognize that employers represent an untapped market. As a result, many are concentrating on employer-based training needs by establishing a centralized office or function within the institution that works with employers. For example, the Maricopa Community College in Phoenix, Arizona, has established a Services Division that coordinates employer training efforts and acts as a broker between employers and educational departments for the nine community college campuses that comprise the Maricopa Community College system. The Division offers a variety of services including standardized and customized training. Other schools, such as vocational schools in Oklahoma, house high technology facilities which are designed to support the needs of area employers. Still others have set up specific departments or divisions to develop expertise to be tapped by businesses.

These progressive institutions are blazing the trail for other educational facilities. They are clearly demonstrating the advantages of establishing training partnerships with business. First, when faculty work directly with employers, they remain up to date on the current applications of new techniques and innovations. Not only does this create a better pool of

qualified teachers, but it also serves to elevate the credibility of the institution in the eyes of the community and the nation. Secondly, through these relationships, schools market themselves to potential students. If an employee participates in a training program conducted by a university, he or she may select that institution for further education down-the-road, resulting in increased enrollments and revenues for the institution. In addition, partnerships with business help educational institutions gain access to placement opportunities for their traditional graduates. And, finally, linkages with businesses may lead directly to grants and equipment donations from employers.

On the flip side, employers participating in linkages with educational institutions also have begun to recognize the benefits. First, educational institutions are relatively permanent fixtures in the community and can offer continued services. Secondly, employees who attend training conducted by an educational institution often earn academic credit or Continuing Education Units (CEUs) toward accreditation. No other provider can offer this benefit. Finally, educational institutions blanket the nation and are extremely accessible; most employers are within thirty minutes or less from some kind of educational institution.

Both employers and educational institutions have a lot to offer and gain from the other, but barriers do exist. Most of these barriers stem from the fact that the nature and mission of educational institutions are so different than those of business. Sometimes it seems as though neither understands the culture or operating structure of the other. However, past experience has shown that, as the two groups begin to work together, barriers do break down, creating success stories for each side.

Four-Year Colleges and Universities

There are 156 universities and 1,853 colleges in the United States with a combined enrollment of almost eight million students. These institutions spend almost $80 billion annually, or roughly $13,000 per student. Colleges and universities provide more qualifying and upgrading training for American workers than all other post-secondary educational institutions combined.

Four-year colleges and universities are just beginning to recognize their training roles and to capitalize on potential opportunities for linking with employers. Some universities have set up specific departments or divisions to develop expertise that can be tapped by business. For example, Boston University's Sargeant School of Physical Education has been involved in designing programs to improve the physical stamina and condition of employees in fire departments and the construction industry. In addition, several universities support independent management and/or executive development institutes. These institutes offer specialized "open" management courses for high-level employees that are not limited to one employer.

A Snapshot: General Tire, Inc. and Kent State University. General Tire, Inc., a $1.2 billion tire manufacturing company, employs 12,000 workers in its North American locations. In 1987, General Tire which is headquartered in Akron, Ohio, became a wholly owned subsidiary of Continental AG of Hannover (herein referred to as Continental), West Germany.

General Tire conducts most of its training in-house using its ten member training staff. Training programs focus on management development, quality improvement, and sales. General Tire uses outside resources to supplement in-house design and development efforts; outside providers are primarily used to supply materials and deliver programs. For example, General Tire regularly schedules sales training for its employees and contracts with an outside provider for video and self-paced sales training materials.

Following its acquisition by Continental, General Tire identified several employees who would have regular contact with the Continental office in Germany. These employees, ranging from support staff to engineers, needed to speak German in order to communicate by telephone or in their travels to West Germany. General Tire determined that these employees needed language training in order to fulfill these new responsibilities. Language training is highly specialized and General Tire did not have the in-house expertise to provide training in this area. Therefore, the company decided to seek an outside provider through an RFP process. Kent State University responded with an RFP describing how they would design and deliver language training.

Kent State University is a four-year public university located in Kent, Ohio. University enrollment is approximately 20,000 students.

Kent State's College of Continuing Studies has provided customized training services to employers in the Akron area for approximately ten to fifteen years.

Employer-based training is supported by the University's mission and is one part of its efforts to provide continuing education to non-traditional student populations. Moreover, employees completing company-sponsored training at Kent State are more likely to individually enroll in advanced courses at the university.

All employer-funded training at Kent State is coordinated by its College of Continuing Studies. The College employs two staff responsible for developing and coordinating comprehensive customized training services which includes identifying instructors from all academic departments within the University.

Most employer-supported training programs are geared toward middle management and supervisors. Topics include marketing, finance, effective business writing, and motivation.

Kent State uses a variety of methods to inform businesses of its training services such as direct mail advertising, media advertising discussion forums, and word of mouth. In addition, Kent State works to build and sustain relationships with local employers by asking business people to sit on advisory boards that help develop university curriculum.

Kent State has a track record of providing management development training to General Tire employees and General Tire is a regular participant at the Kent State Training Forum—a meeting designed to help University executives understand the training needs of area businesses. In January 1988, General Tire contracted with Kent State University for language training.

Through this linkage, Kent State University faculty trained fifteen General Tire employees in Conversational German. Employees primarily involved in travel to Germany and identified for training by General Tire ranged from support staff to managers and engineers. The three-month training program required participants to meet twice a week.

Community Colleges and Junior Colleges

There are currently 1,200 community colleges in the United States and territories and the majority are located within thirty minutes of most individuals. Historically, these two-year institutions have provided programs that prepare graduates for transfer to four-year universities or immediate entry into the workforce. But in recent years, changes in technology, competition, and productivity have expanded this role, driving these institutions to expand their programs to address the training and retraining needs of displaced workers and others whose skills must be upgraded in the workforce. In fact, of all the educational institutions, community and junior colleges have taken the most aggressive, directed, and progressive approach to customized training and are particularly responsive to business, industry, and community needs.

Seventy-five percent of all community colleges provide some customized training for businesses and support a special office to assist employers in developing customized training programs. According to a recent survey conducted by the American Association of Community and Junior Colleges, 40 percent of all community colleges have campus-based business/industry/labor councils (BICs) that coordinate activities between the academic and business sectors in order to facilitate employer-based customized training.

While most employer training by community and junior colleges is geared toward technical and vocational fields, these educational institutions are also the second largest providers of adult basic education programs. According to many educators, basic skills instruction to out-of-school populations should and will shift from school districts to community colleges. Advocates of this position argue that community colleges can better utilize business-related information in curriculum design—a critical element in the effectiveness of basic skills programs. In five states, (Iowa, North Carolina, Oregon, Wisconsin, and Washington), community colleges constitute the major or exclusive system for delivering publicly funded basic skills training to out-of-school adults. Several other states (Alaska, California, Florida, Idaho, Kansas, Nebraska, Nevada, New Mexico, Texas, and Wyoming), give community colleges a significant role in delivering adult basic education instruction.

A Snapshot: Gerry Baby Products and Front Range Community College. Gerry Baby Products is a $70 million baby product manufacturing company. The company operates a plant in Thornton, Colorado, and employs approximately 360 workers. In 1987, Gerry expanded its product lines to include children's car seats, playpens, and high chairs. In order to keep production levels up during expansion, Gerry Baby Products planned to hire an additional 100 workers.

At the same time, Gerry Baby Products also formed

a new partnership with the Takata Company in Japan to supply parts for the expanding product lines.

Gerry Baby Products was now faced with several training needs. First, current employees needed training on assembly and production techniques for the new product lines. Second, new hires needed training on current and new assembly and production techniques and an orientation to the company. Finally, all employees needed to overcome language barriers arising from the labeling of Japanese-supplied parts.

Gerry Baby Products does not have an in-house training department and frequently relies on outside providers. Most company training is limited to informal orientation programs and selected skills programs such as word processing. However, in 1987, when the President of Gerry Baby Products and a State board member governing Front Range Community College—a community college serving Gerry's geographical region and a formidable provider of employer-based training—met on an airline flight, the company embarked on a new, formal, and comprehensive training approach.

Front Range Community College (Front Range) is an innovative two-year college located in Westminster, Colorado. Founded in 1968, the college serves five counties; student enrollment on the main campus is over 6,000. In the fall of 1986, Front Range established an Office of Contract Training Services and Continuing Education to better meet the growing training demands from area employers. Prior to establishing this office, Front Range primarily offered prepackaged professional development courses such as communication skills, basic management, and supervisory skills for area employees. The Office expanded Front Range's services to include customized training and a small business development center. The small business center, funded by the U.S. Small Business Administration, has assisted approximately 200 companies in less than a two-year period.

Front Range has also been instrumental in moving Colorado communities towards partnerships with Japan. Working from an economic development approach, Front Range first established a partnership with a sister two-year college, Takayama College, in Japan which resulted in student exchange programs. In addition, Front Range gained access to Japanese businesses with international interests and helped to bring those businesses to Colorado. For example, Front Range was instrumental in initiating contacts between Japanese steel companies, Colorado officials, and businessmen. When relocations were successful, Front Range would negotiate contracts for providing employer-based training. Finally, with Front Range's efforts, Colorado opened an international trade office in Japan.

Gerry's training needs and Front Range's training services and international experience coincided to an overwhelming degree. In 1987, Gerry Baby Products contracted with Front Range for a comprehensive package which would integrate the three new product lines into Gerry's entire operation. A large part of this package involved the design and delivery of a comprehensive training program for new and existing line workers affected by the product line expansion. In addition, Front Range was responsible for developing training materials which would transcend language barriers and for securing additional training funds from the state "Colorado FIRST!" program—a program which offers training funds to new and expanding businesses.

In order to develop the program and materials, Front Range's instructional designers went to work on Gerry's assembly line and talked with employees. Through these discussions, Front Range put together an on-the-job training program, a video orientation program for new hires, and color-coded pictorial job aides for all line workers. The job aides illustrated the assembly line process and were packaged in loose-leaf

notebooks so that they could be reorganized and changed to reflect changes in the production line. Most information was presented by pictures; words were kept at a minimum because many Gerry line workers spoke limited English. Colorful icons were used to highlight procedures which demonstrated safety precautions, quality issues, or special techniques for performing a task.

Both training and materials were crafted to integrate a management and inventory method that would be new for the entire Gerry operation. The method, called "just-in-time," provides a company with the ability to respond rapidly to change and requires workers to be extremely flexible and versatile. It relies on producing materials to fill customer orders on an "as needed" basis or "just-in-time," rather than producing ahead of orders and stockpiling products. For example, as Gerry received new orders, workers were moved to the assembly line as needed to fill those orders. Depending on the number of workers on the line, job tasks changed and job aides were changed to reflect that. The same technique was applied to inventory.

Gerry Baby Products and Front Range both benefited from this partnership. Gerry was able to successfully integrate three new product lines into their operation. In addition, when Gerry Baby Products made a presentation of the training procedures to its partner, Takata, some of the job aides were translated into Japanese. These translations helped to demonstrate a willingness to understand the new culture and strengthen the partnership. Front Range received an award from the National Society for Performance and Instruction for the job aides and training materials it developed for Gerry. Gerry Baby Products and Front Range plan to work together again in the near future; Gerry is planning to bring in four new product lines and has contacted Front Range for services, including training.

Secondary Schools

The nation's secondary schools provide occupational education to about 5.5 million students at a cost of about $6.5 billion per year. Secondary schools are not common providers of training to employers because the focus of these schools is not on training the adult population. However, some have expanded their mission beyond the secondary level to address the needs of adults, especially those employed by local industries. Secondary schools and consortia of secondary schools or school districts are the primary providers of adult basic education programs that focus heavily on remedial or basic skills. Secondary schools infrequently deliver employer-based training outside of this realm.

A Snapshot: Economy Linen and Licking County Joint Vocational School. Economy Linen and Towel Service of Zanesville, Inc. (herein referred to as Economy Linen), a wholly owned, independent subsidiary of the $2.5 million Economy Linen and Towel Service Inc., is a commercial laundry company primarily serving the health care industry. Economy Linen's parent company was founded in 1931 and operates two plants in Zanesville and Dayton, Ohio. The Zanesville plant was built in 1982.

By 1987, the Zanesville plant, which employs eighty-seven workers, increased its business from three million to eight million pounds of laundry annually. As business picked up, more manpower was needed and this ultimately resulted in the promotion of seven production line workers to line supervisor positions. At the same time, the Zanesville plant employees moved to establish a union. Economy Linen brought in a management consultant team to review the concerns and demands of employees seeking to unionize. During ensuing negotiations, the employer sought training for all employees, especially those promoted from line to supervisory positions. After reviewing recommendations from the management consultant team, Economy Linen agreed to formal supervisory training to provide the new line supervisors with the necessary interpersonal and managerial skills to do their jobs. In addition, the Zanesville plant employees became unionized.

Economy Linen had never offered formal supervisory training and made the decision to look for an outside provider with supervisory training expertise who could provide on-site, customized training. At that time, the company received a brochure from the Licking County Vocational Resource Center which outlined the services Economy Linen was looking for.

Licking County Joint Vocational School (JVS) is one of fifty Ohio Vocational Schools charged with training adults, as well as junior and senior high school students in vocational skills. The vocational school has provided customized training to area businesses for over ten years. Due to the growing demand for employer-based training, the school built a large Vocational Resource Center. The Center offers comprehen-

sive employer training services ranging from needs analysis to evaluation. In addition, they help employers assess their employment and training needs when making decisions on hiring new or dislocated workers. The Center's training services are extremely flexible and geared toward employer needs: training is conducted at the employer site, in the Center, or by satellite (teleconferencing); programs are customized and offered around the clock.

In 1987–88, the JVS provided 126 training courses to area employers. Programs ranged from technical training courses such as tool safety, blueprint reading, welding, pipefitting, and meter repair to supervision and management training such as principles of banking and word processing.

In December 1987, Economy Linen contracted with Licking County Vocational Resource Center for a comprehensive supervisory training program. After determining Economy Linen's specific training needs through consultations with management, Licking County Vocational Resource Center designed and delivered a tailored supervisory training program for Economy Linen's seven new supervisors. Training included basic management techniques, communication skills, problem solving, and decision-making. Classroom training was held at a location near the Zanesville plant; classes met for three hours every other week for four months. In order to maintain production at the Zanesville plant during training, Economy Linen brought supervisors over from its Dayton plant.

Both Economy Linen and Licking County Vocational Center recognized success from this cooperative effort. For Economy Linen, employees gained new skills, production levels continued on the upswing, and employee morale rose. Licking County Vocational Center met the training needs of its client and secured another supervisory training contract from Economy Linen for 1989.

Vocational-Technical Schools

These institutions, which include public and private post-secondary schools, are noted for marketing their programs to adult learners. In fact, vocational-technical schools provide training to prepare over one million technical workers for jobs. Students at these institutions tend to be older, poorer, and in greater need of basic skills training than the four-year college students.

Vocational-technical schools are especially attractive to employed adults (a large percentage of the full- and part-time student body at these institutions is employed while attending classes) because of their accessibility and flexible class scheduling. Private schools in this category, in particular, are noted for their short occupationally related programs and their flexible scheduling.

The role of vocational-technical schools in providing customized employer training is very similar to the role of community colleges. And, not surprisingly, they specialize in customizing technical training for local employers. Others offer skills training and clerical training.

A Snapshot: Fred Jones Manufacturing Company and Francis Tuttle Vocational Technical School. Fred Jones Manufacturing Company (herein referred to as Fred Jones) of Oklahoma City, Oklahoma, is an authorized Ford Motor company supplier of remanufactured engines, transmission, and auto parts. This medium-sized company operates seven sales districts in seven states across the country and remanufactures approximately one million component parts annually.

Fred Jones must comply with stringent quality specifications outlined by its customers. Purchasers such as Ford Motor Company and General Motors regularly conduct quality assessment surveys of the suppliers. If quality does not meet their specifications, future and even current contracts may be jeopardized.

Fred Jones has long recognized that employee performance has a direct impact on quality. Because training is essential to increasing employee knowledge and skill about production techniques, Fred Jones has determined that more and better training is needed to help the company maintain its competitive edge.

For years, Fred Jones has relied almost exclusively on outside resources to create training opportunities for its employees. Fred Jones regularly contracts with outside providers—including local consulting firms and vocational schools—for customized training and participates in training programs offered by industry associations and equipment manufacturers.

In 1987, a General Motors quality assessment survey found that Fred Jones needed to implement Statistical Process Control (SPC) and gauge control systems in order to continue receiving contracts from GM. Fred Jones turned for training assistance to an organization that it had worked with in the past—Francis Tuttle Vocational Technical School.

Francis Tuttle is part of the Oklahoma vocational education system. The state is divided into twenty-eight vocational districts which promote technical and vocational training for area residents and businesses. Each district maintains a high-technology facility designed to support the needs of area employers. Most employers are well aware of Oklahoma's strong vocational education system before or as they enter the state because Oklahoma uses its vocational education system as an economic development tool to attract and maintain employers.

Francis Tuttle, founded in 1982, serves the northwest section and a small southwest section of Oklahoma City. Since its inception, Francis Tuttle has offered traditional preemployment vocational and technical training to secondary students as well as employer-based training to businesses and industries in the area. The school enrolls 1,078 students in its traditional programs; 3 to 5 percent of these students are employed in local industries. In the last two years, Francis Tuttle has served nearly 200 employers.

When the school was founded, it consisted of one building designed to house the traditional day program for preemployment students. In 1985, Francis Tuttle built the High Technology Center to provide high-technology training to traditional students. Area employers quickly recognized the quality and success of training provided at the Center and began to request training for their employees. Responding to heightened employer demand, Francis Tuttle built a Business and Industry Center to specifically meet the needs of area businesses. The Center conducts:

- small business management courses,
- customized courses conducted at employer locations,
- business and management training assessments (employers identifying a general need for training receive assistance on specific training options and start-up capabilities), and
- a bid assistance program including a computer database. (Employers receive assistance on securing government contracts. Francis Tuttle helps employers fill out government forms and wade through red tape. Francis Tuttle also monitors contract performance. As a result of this service, Oklahoma business revenues from government contracts have increased approximately 80 percent.)

Francis Tuttle worked with Fred Jones in past years to provide supervisory and managerial training programs and representatives from Fred Jones serve on Francis Tuttle's advisory board. So, it seemed a natural step in 1987 for Fred Jones to turn to Francis Tuttle for help with designing and delivering SPC and gauge control systems training.

Francis Tuttle's first step was to conduct a training assessment to determine what training programs were needed, how they were best accomplished, and how those programs could be implemented through cooperation and coordination of resources. This resulted in a delineation of responsibilities for Francis Tuttle and Fred Jones. Francis Tuttle's job was twofold: to develop training and to act as a consultant in implementing training and SPC/gauge control procedures. Fred Jones was responsible for hiring a training coordinator who would continue the program after Francis Tuttle finished the beginning phases.

Training began in March 1987 and continued through January 1988. Over 400 employees attended SPC classroom training at the employer site. The High Technology Center conducted four, one-to-three hour classes per week. When the trainer was not teaching in the classroom, he assisted trainees on the "floor" with applying classroom learning on the job.

The results of the training program were overwhelmingly positive. General Motors recognized the improvements in the production process and sent Fred Jones unsolicited new contracts. Trainees revealed through evaluation reaction sheets that the training had favorable impact on job performance and satisfaction. This claim was confirmed by production level evaluations done before and after training. As a direct result of employee training, Fred Jones reduced its test stand rejection rate by up to 50 percent.

Proprietary Schools

Proprietary schools are private, for-profit schools that specialize in a particular trade or field. As a whole, these schools are not extensively involved in employer training, although some innovative secretarial schools may offer a variety of workshops, seminars, and customized courses on upgrading clerical skills, team-building, time management, and goal setting for all levels of employees.

A Snapshot: Texas Instruments and Executive Secretarial School. Texas Instruments (TI) is a $5.5 billion company manufacturing semiconductors, defense systems and electronics, computer hardware and software, consumer products, and intelligent automation products. It employs 75,000 workers na-

tionwide. In 1986, TI made the decision to shut down one of its divisions—a decision that would have dislocated 200 technical assembly workers.

To avoid such dislocation, TI decided to offer those 200 workers retraining in order to move them into nontechnical positions within the company. Because of prior training experiences with the Executive Secretarial School, TI contacted them to train their 200 technical workers for nontechnical work.

The Executive Secretarial School (ESS), a one-year secretarial school located in Dallas, Texas, provides education to approximately 400 students and does a quarter of a million dollars worth of business annually providing training to local employers.

For twenty-nine years, ESS has offered a broad range of services to employers. ESS assists employers with all phases of training from needs analysis to evaluation. All training services are coordinated by a three-person team and conducted at the employer's site.

Every course done by ESS is customized or tailored. For example, a business writing course is crafted to meet the specific needs of the client. ESS trains many different types and levels of employees including support staff, doctors, dock workers, security guards, and managers. Training programs range from business writing, telephone etiquette, and word processing to teamwork, leadership, stress management, and assertiveness training.

ESS maintains a high-visibility profile with area employers by using a combination of resources. First, employers are represented on the ESS Board of Directors and Advisory Board. Second, ESS operates a placement center which puts them in direct contact with employers. ESS also distributes brochures and other promotional information to alumni who, in turn, pass them on to their employers. Finally, ESS sponsors an annual public seminar to discuss a particularly current theme or topic affecting potential clients.

ESS designed and delivered a two week training program for the 200 TI technicians who would have been laid off. Training was conducted on the company site. Employees were divided into four groups and were trained in clerical skills, building self esteem, how to use an adding machine, English, office and telephone etiquette, and filing skills. After training, TI placed 65 percent of the employees in office positions, 10 percent into nonoffice positions such as security guards and other upgraded positions; 5 percent to 10 percent were sent by TI to additional training courses.

Trade and Professional Associations

Trade and professional associations are nonprofit and for-profit membership organizations which represent individuals in a particular area of expertise. They are governed by a board of directors and often have local chapters throughout the United States which operate under the bylaws and guidelines of the national organization. Professional and trade associations offer a wide range of services to their memberships. Many develop communication materials which discuss current trends and innovations, operate a government relations component that communicates with the U.S. Congress and/or state governments on relevant issues, and sponsor nationwide conferences to provide a forum for exchanging and updating new advances in their fields.

Of the 20,076 associations in operation in the United States, approximately 6 percent offer some type of training programs and 3 percent provide training as part of a certification program (extrapolated from the *Encyclopedia of Associations*, 1988). Employers find that certification associated with training promotes status and recognition not only to the industry but also to the company employees participating in such a program. However, employers are often unaware of training available from professional and trade associations. Associations can provide a high degree of expertise and are up to date on the professions and occupations that they represent. On the other hand, employers find that associations can be fairly inflexible, offering a limited selection of courses and topics, and do not, as a rule, customize training.

A Snapshot: Erol's, Incorporated and the American Automobile Association. Erol's Incorporated, best known for its video rental stores, also sells and repairs televisions, video equipment, and cameras. The company, headquartered in Springfield, Virginia, employs 4,000 people in 185 locations east of the

Mississippi. Erol's reports $100 million in sales annually.

Erol's business demands the continual transporting of products from one site to another. Therefore, the company maintains a fleet of vehicles and employs 160 drivers.

In the early 1980s, Erol's automobile insurance reflected an extremely poor driving record on the part of its drivers; they had a loss ratio on their insurance of 498 percent. In addition, Erol's was rapidly expanding and had begun to purchase large trucks whose size dictated that drivers have specific skills in order to comply with U.S. Department of Transportation regulations.

This situation prompted Erol's Vice President for Loss Prevention to identify two training needs. First, Erol's drivers needed training in order to bring down insurance costs. Second, Erol's drivers needed training in order to meet certification standards set by the federal transportation agency. Fortunately, the Vice President had extensive knowledge of outside resources and contacted the American Automobile Association—an outside provider with expertise and an excellent reputation for effective driver improvement training.

The American Automobile Association (AAA) is a nonprofit membership association founded in 1902 to protect the interests and rights of American car owners. AAA's membership consists of 156 local clubs which operate independently; each is governed by a Board of Directors. AAA represents thirty million individual members.

AAA is widely known for its expertise and effectiveness in training. The national office, located in Falls Church, Virginia, provides a wide variety of customized training programs to its members, its service contractors, and many other groups and individuals. Local clubs also provide varying degrees of training services, depending on the size of the club. According to the national office, AAA training services have increased dramatically over the last five years.

The cornerstone of AAA's training services is the train-the-trainer approach. AAA's Traffic Safety Department trains and certifies a "master instructor" and provides him or her with the materials to return to an organization to train other employees. For example, the AAA Automotive Engineering and Road Services Department provides an Automotive Hi-Tech Mechanics' Training program. AAA conducts on-site or near-site training for working mechanics who want to upgrade their knowledge about emission and engine management systems. Once the training is completed, AAA leaves behind training curriculums and visuals so that the company can institutionalize the training. This program is of particular significance to those vocational technical instructors who are professionally mandated to complete skill upgrading courses to stay abreast in their professions; AAA's program provides a direct, accessible, and mobile answer to this need. Other AAA training topics include alcohol awareness, child safety, driver improvement, accident prevention, and risk management. AAA believes that training is a membership service; nominal fees are charged to cover training costs.

Because most of AAA's services are modified to meet the specific needs of the client, training locations are often selected by the client. Some of the training courses are accredited by universities.

The Vice President for Loss Prevention contracted with AAA for a one-week train-the-trainer course in accident prevention. The Vice President, in turn, trained 600 Erol's employees over a two-year period. Drivers attended two-day classroom training in small groups. The results of the training were overwhelmingly positive. In the five-year period following training, Erol's saved up to $161,000 per year in insurance premiums and had no lost time accidents. In addition, Erol's received commendations from both their insurance company and AAA. Erol's has hired an in-house trainer who continues to provide training for its drivers in order to comply with federal regulations and maintain lower insurance rates. Erol's first master trainer—the Vice President—continues to receive information from AAA on new training techniques and procedures.

Unions

Unions and employers are two historically antagonistic entities that have only recently begun to create linkages. Unions have traditionally taken several steps to assure that their membership is provided with the most current training needed to perform on the job. A union is limited, however, by the employers' ability and desire to hire employees outside the union membership. For example, unions that control the labor supply usually provide job-specific training to members. Employers, in turn, hire only employees who have completed union training programs. Unions who do not have the power of sole supplier of the employer's labor pool are often less vigorous about training. They provide training to some individuals who are then given preference by employers during the hiring process.

Still, other union organizations use training to strengthen unity and cohesiveness in order to maintain a strong presence in the workplace. These unions, through their education departments, provide basic education, training to facilitate participation in the governance of the union, and basic political education to union members, most of which is not job-specific. Often, the purpose of such training is to make union members more aware of union concerns, enhance negotiation skills, or provide leadership skills.

The newest training arrangements, and those that embody both missions—to keep skills current and thus remain employable, and to support a group presence in the employer community—are those negotiated by unions in union contracts and funded and/or administered jointly with the employer.

A Snapshot: Chrysler and the United Auto Workers. Chrysler is a $22.5 billion automobile manufacturing company headquartered in Highland Park, Michigan. The company employs 100,732 employees in the United States in thirty-five plant locations. Chrysler's training system is decentralized, with each of the corporate divisions responsible for their own training programs. The in-house training staff is large and is supplemented by outside training providers. The company offers training programs to virtually every kind of employee; training programs range from marketing, sales, quality, technical, dealership, and supplier training to supervisory, management development, and executive development programs. In 1985, during contract negotiations between Chrysler and the United Auto Workers (UAW), the company identified a new training need. The union wanted to offer additional training programs to its membership, including programs which would improve job security and product quality, and retrain displaced workers for new employment opportunities. Chrysler recognized that by investing in the programs the Union was seeking, it would actually be investing in a skilled workforce which would ultimately improve the company's competitive edge. Therefore, Chrysler and the UAW established a Joint Activities Board to fund, implement, and administer such training initiatives. The Joint Activities Board is composed of three union representatives and three management representatives. The Vice President of Human Resources and the Director of the Chrysler Department of the UAW serve as Co-chairmen of the Board. A National Skills Development and Training Committee carries out the functions of the Board.

The Joint Activities Board sponsors a number of activities in addition to training, including a child care program, alcohol and drug abuse programs, an attendance program, and a relocation assistance program, to name only a few. Training programs sponsored by the Board include a Tuition Assistance Program (TAP), a Technical Preparation program which offers reinforcement training in preparation for more advanced and complex technological training, technical training, human relations training, teambuilding, decision-making, group organization, and hazard communication and safety training. All activities of the Joint Activities Board are housed in the National Training Center.

The joint training program, implemented in 1986, is designed so that each plant location develops tailored programs geared to the needs of the employees at that specific plant. Local committees implement the goals of the Joint Activities Board and determine what activities and training programs will take place in the plant. These committees also have the autonomy to distribute their local funds as they see fit. Educational Training Counselors (ETCs) are also an important part of each local program. They are employed at each plant site to help each worker develop an individual training plan. This ensures that each employee gets the training needed for his or her job.

Funding for the joint training program comes from

contributions from both UAW and Chrysler (usually equal to five cents per hour worked per employee). The contributions are placed in three funds: the National Fund which is used for national programs, the Local Fund which supports activities in each plant, and the Reservoir Fund which is used for special projects and to supplement other funding sources.

Community-Based Organizations (CBOs)

Community-based organizations are formed around a central theme or issue and represent a particular group or population. Most CBOs operate on shoe string budgets ranging from $15,000 to $200,000. Community-based organizations all share several characteristics: they have evolved in response to some social or economic need from within their community; they are independent of affiliation with any other group; they are private, nonprofit in structure; and they are concerned with the community as well as the individual.

Most CBOs have business representatives on their boards of directors at the national and local levels, and many have reached out to employer organizations to involve them in the design of curricula for better meeting local business needs; for many CBOs, training or enhancement of skills is seen as a mechanism for attaining individual, organization, and/or community objectives. Training and education programming often occurs in conjunction with other activities such as classes for families of alcoholics, battered women, or other constituency groups. Because of this approach, CBOs have a good track record for employers looking to provide training in enhancing worker self-esteem, increasing self-motivation, learning to establish goals, and building employability skills. CBOs generally offer technical and skills training.

Under most circumstances, CBOs deliver public pre-employment training programs. In some instances, training may be coordinated with a specific employer, whereby trainees receive training in skills needed by the employer and the employer selects new hires from those that successfully complete the training. In other situations, where funds and administrative regulations permit, CBOs offer upgrade training to employees.

Employers do not often link directly with the CBO for training. Instead, employers may contract with a public job training entity and its administrators who then subcontract with the CBO. Employers have reported that CBOs are flexible, and in many cases, willing to customize training.

A Snapshot: Comcast Cablevision of Philadelphia, L.P. and the Philadelphia Opportunities Industrialization Center. Comcast Cablevision of Philadelphia, L.P. is an affiliate of Comcast Corporation. The Corporation, who effective the third quarter of 1988, had revenues of $327 million and assets of $1.6 billion, employs 3,800 workers. Comcast Corporation is principally engaged in management, development, and operation of cable communications systems serving approximately 2,500,000 subscribers nationwide. Included in this number are approximately 1,100,000 subscribers served by affiliates whose financial condition and results of operation are not consolidated with those of Comcast Corporation. Additionally, the Company provides cellular telephone communications, as well as sound and music services. The Class A Common Stock and the Class A Special Common Stock of Comcast Corporation are traded in the Over-the-Counter market and are reported in the National Market List under the NASDAQ symbols CMCSA and CMCSK, respectively.

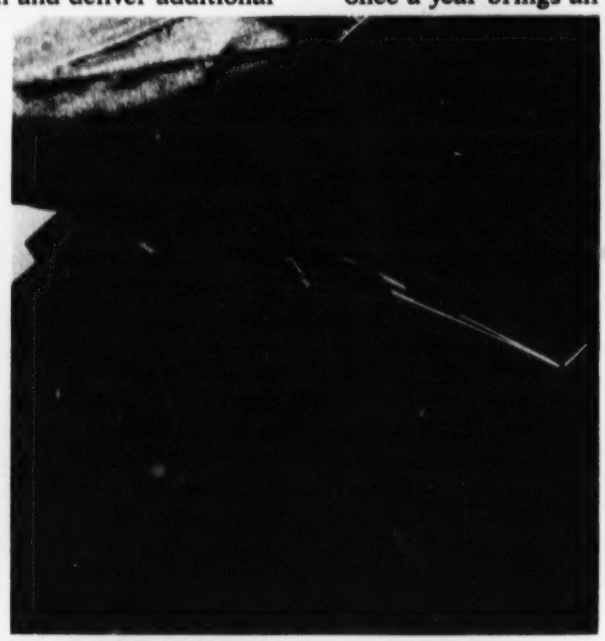
Comcast Cablevision of Philadelphia, L.P. (herein referred to as Comcast), serves subscribers in northeast and northwest Philadelphia, Pennsylvania, and employs 300 workers at two local franchises. A large number of Comcast's employees are field technical workers who require specialized training in order to perform a specific skill such as cable installation and trouble shooting, in addition to operating high-technology cable equipment.

The city of Philadelphia recognized the employment and financial benefits Comcast would bring to the city. Comcast would be hiring employees from the local area as well as initiating service and training contracts with other companies and service organizations within the city. As a provision of its negotiated franchise agreement, Comcast proposed that a local community-based organization be designated as one of its

training providers. The city accepted and supported this provision of the proposal.

Comcast uses a full range of resources to provide training for its employees. First, the company maintains an in-house training department consisting of one full-time Training Manager assisted by other managers in areas directly related to their field. Second, Comcast contracts with consultants as well as equipment manufacturers and suppliers for customized and prepackaged training programs. Finally, the company, as part of its negotiated franchise agreement with the city of Philadelphia, contracts with a local community service organization—the Philadelphia Opportunities Industrialization Center (OIC)—for pre-employment and other training, as necessary.

By 1988, OIC had successfully provided a six-week pre-employment training program to thirty people during Comcast's start-up phase. Comcast had hired eleven of the thirty trainees and had since been satisfied with their performances on the job. Based on their successful training partnership and their rapidly expanding workforce, Comcast contacted the Philadelphia OIC to design and deliver additional customized training.



The Philadelphia Opportunities Industrialization Center (OIC) is a nonprofit, community-based organization serving disadvantaged and special populations. The Philadelphia OIC was founded in 1964 to combat discriminatory, racial hiring practices by local companies. Noting the struggle of its clients to gain employment, the OIC recognized that many of its constituency lacked the skills necessary to enter the job market. The OIC immediately moved to remedy this inequity and initiated pre-employment training programs for disadvantaged and minority populations. Over the past twenty-five years, the OIC had fine-tuned its training role in the Philadelphia area. They positioned the organization as an administrative training entity, bringing together available community resources to provide comprehensive training services to meet constituent and employer needs. In addition, the OIC expanded its training constituency to include special populations and its training services to include customized training for area employers. To date, the OIC customized employer training has reached approximately 150 employees in six businesses within the Philadelphia area.

The OIC's firm positioning within its community is due, in part, to extensive networking efforts such as advisory panels which establish ties to all community resources including local government, educational institutions, other nonprofit community organizations, businesses, and individual residents. Additionally, the OIC advertises all of its services, including training, through selected mailings of pamphlets and brochures.

The Philadelphia OIC and its staff of fifty serve as a model for eighty-one domestic and sixteen international sister organizations. Each of these sister organizations is an OIC affiliate and has the autonomy to develop its own programs according to the needs of the community in which it is located. A meeting once a year brings all of the affiliates together to share ideas and develop new initiatives.

In 1988, Comcast contacted the Philadelphia OIC to provide a customized training program to its technical employees. The OIC took on an administrative role and served as the primary contractor. OIC responsibilities included securing a provider with expertise in training cable service technicians, monitoring training quality on-site, and coordinating communications between all parties involved. The subcontractor—Temple University— provided a faculty member to develop and deliver the Comcast training program and certified trainees upon completion of the program.

OIC/Temple University delivered classroom training to seventy technical employees at the Comcast site. Employees were trained in six classes, four lasting four

weeks and two lasting two weeks. The classes were originally designed for service technicians, although cable installers and line technicians also participated. All of the employees who successfully completed the course were given a certificate from Temple.

Comcast was satisfied with OIC's training and is discussing future needs. The OIC continues to submit bids and seek opportunities for meeting the training needs of area employers.

The Federal Government

The Federal government and its agencies, especially the military, frequently develop training technology that, with some modifications, could transfer to the private sector. Since its inception, the military has been training people to perform specific jobs and has developed job-oriented materials for people with varying levels of basic skills.In fact, military training accounts for the largest share of government training expenditures; in FY 1989, Congress appropriated $17.6 billion to provide 249,168 man years of training to people in all service branches (U.S. Department of Defense, 1988).

The Department of Defense (DoD), as the umbrella agency concerned with military readiness servicewide, has played a seminal role in encouraging the development of functional context basic literacy and occupational skills training to serve the needs of all service branches. The earliest effort in this direction was entitled Project 100,000, which was established during the Vietnam War to induct substantial numbers of marginally literate men into active duty military service.

More recently, DoD has formed a Joint Service Manpower Research and Development Program to more rapidly develop specific responses to training needs, which are also replicable in the civilian sector.

In addition to the basic and specialized training provided by the military, each service branch has developed cooperative arrangements with civilian schools to enable service personnel to earn high school diplomas or work toward college degrees. Among those degrees for which college credit can be earned are electronic technician, aerospace engineer, and industrial equipment repairer. Several credit-by-examination and correspondence programs are also offered. Finally, the Army, Navy, and Marine Corps have developed registered apprenticeship programs which enable enrollees to receive credit for their service experience in civilian apprenticeship programs.

Overall, the military uses distinctive training technologies and methods of delivery. Its principal contribution to the nation's learning enterprise has been and continues to be to develop training practices and technologies and disseminate them to civilian education and training institutions. Because large amounts of federal funds are spent developing these training technologies, Congress is beginning to consider making them available to private and public training entities. Today, many employers may find that training programs designed by the federal government are very useful because they have been well- researched and extensively tested.

A Snapshot: General Motors and the U.S. Department of the Army. General Motors (GM) is a $100 billion automobile manufacturer and electronics, aviation, and defense company headquartered in Detroit, Michigan. The company has approximately 160 plant locations in the U.S. and employs over 380,000 workers nationwide.

Training is a large part of GMs' operation. Although the training is decentralized, the corporate training staff recommends training programs to its plants and departments and makes resources available to help those groups conduct training.

Recently, GM decided to scale down its operations. At the same time, the company moved to bring new technology into the workplace. GM recognized that training was necessary in order for employees to use the new technologies and designed a training program. However, when GM began to train employees in the new technological processes another training need emerged. Many trainees lacked the basic skills to participate in the training program.

By 1986, the company decided that it needed to provide basic skills training to approximately 100,000 employees in GMs' plants throughout the United States. Because the training population was so large,

GM wanted to guard against participants being pulled off of the line en masse for training. More specifically, the company wanted a computerized self-paced training program. As the search for resources began, the GM Government Affairs office in Washington, D.C. sent corporate headquarters information on a successful basic skills program designed by the Department of the Army. This program—the Job Skills Education Program (JSEP)—was a perfect match for GM; it was geared specifically toward training a large population in basic skills. GM immediately contacted the U.S. Department of the Army for assistance.

JSEP was developed by the United States Army with the help of Florida State University to train soldiers in the basic academic skills needed to perform their jobs. The program is designed for enlisted soldiers with rankings from E1 to E5, skills levels of one or two, and who receive a score of less than 100 on the General Technical Portion of the Armed Service Vocational Aptitude Battery.

The JSEP program is applicable to ninety-four of the most common jobs in the military. All of the jobs were analyzed to determine the skills essential to each. Roughly 300 lessons were prepared, teaching over 200 skills. The program is competency-based, so soldiers learn only those skills needed for their jobs and for which they cannot meet the competency requirements. They must also take the lessons on skills pertaining to Soldier's Common Tasks—skills that every soldier is expected to know, regardless of his or her job, including biological and nuclear warfare, code of conduct, and first aid.

The JSEP program was made available to the civilian sector as a result of recommendations by the Technology Transfer Task Force, composed of representatives from the Departments of Education, Labor, and Defense and other groups. This Task Force looks at products in the public sector to see if they are useful to the private sector; the JSEP program was seen as potentially useful to the employers.

Although the program has not been fully implemented in the private sector to date, Florida State has received a grant from the Department of Labor to study the transferability of the program to the civilian sector. One of the major issues in the study is the extent to which lessons in the program need to be redesigned in a nonmilitary (degreening) context in order to be relevant to the civilian audience, to the costs involved, and to practical use by trainers. The program, both with and without a military context, is being tested in White Plains, New York.

Thus far, the Army has given the program to the State of North Carolina for use in vocational education programs, and to Ford Aerospace and GM for use in their plants.

GM implemented the JSEP program in the first quarter of 1989. Before implementation, the company reviewed the material to identify potential problems with the program's military context. GM concluded that the military context did not pose a major problem. Because the program has only recently been implemented, the results are unknown. However, the company continues to explore the feasibility of linking other basic skills programs with JSEP. For example, individual GM plants are currently developing supplementary basic skills programs that are geared toward their local needs. These plants are in the process of identifying and assessing skill levels to determine the amount and level of basic skills training needed.

Business to Business

Companies often sell their training externally to other companies. This can occur in any industry, although it may be most extensive in the utility industry where training programs are frequently exchanged. Utilities are in a unique situation in that they do not compete among one another; rather, they are monopolies within their local geographical regions.

The employers that purchase training offered by other employers are generally small and have a small or nonexistent central training department. These small employers usually purchase training from other employers in the same industry. One reason that this type of training exchange is limited is that employers selling programs externally usually do not vigorously market their products.

Securing training from another employer provides the purchaser with a quality safety net. If the business

selling the training is reputable and providing the same training to its own employees, the employer seeking training can be fairly certain that it is getting a quality program. The purchaser must keep in mind, however, that what works for the goose may not work for the gander—different environments and situations may produce differing results.

A Snapshot: United Technologies Corporation and Trans World Airlines. United Technologies Corporation (UTC), based in Hartford, Connecticut, provides a broad range of high-technology products and support services to the aerospace, building systems, and automotive industries. The Corporation's best-known products include Pratt and Whitney aircraft engines, Carrier heating and air conditioning systems, Otis elevators and escalators, Sikorsky helicopters, Hamilton Standard aerospace systems, Norden defense systems, and UT Automotive components and systems.

UTC employs approximately 190,000 workers and operates about 300 plants and sales offices in fifty-seven countries. During 1988, the Corporation realized a net income of $659 million based on sales of $18 billion.

Because of its international business focus—offices and plants as well as consumers for UTC products are located around the world—UTC owns ten corporate airplanes and employs approximately forty pilots.

Training is an integral function of airline ownership for the Corporation. UTC is not alone in this approach because flight crews must be certified and maintain proficiency in accordance with specific regulations set by the U.S. Federal Aviation Administration (FAA). In addition, rapid technological advances in aircraft systems and designs constantly pose new training challenges for aircraft personnel.

The airline industry acknowledges that aircraft training is a necessary, highly specialized and technical component of its industry. It requires trainers with highly specialized skills and access to expensive equipment such as flight simulators. Therefore, most aircraft owners, such as UTC, regularly train aircraft flight crews using outside resources.

The Corporation's three-person in-house training department manages aircraft training for its flight crews. The department determines when training is needed, coordinates training schedules, and is responsible for standardizing training programs.

In 1976, UTC purchased a Boeing 727 to be used as a corporate aircraft. Since all previous flight crew training had been customized for other, smaller aircraft and UTC had never owned a Boeing 727, the training department identified a need for 727 flight crew training. At that time, the company requested bids from airlines in the area. Trans World Airlines (TWA), well-known within the industry as a training provider, was chosen to provide a comprehensive flight crew training program.

TWA is a Delaware-based airline serving both domestic and international routes through its hubs in St. Louis and New York. TWA's passenger service is its main source of revenue, but the airline also has a cargo service, provides training and maintenance contract services to a number of companies, and provides support services to airlines at several locations. TWA's total operating revenues for 1987 were over $4 billion. TWA employs approximately 30,500 workers and operates three training centers in the United States.

TWA has been offering its training programs to other employers for over twenty-five years; its various departments, all decentralized, sell approximately 10 percent of their training services externally. The total number of non-TWA employees trained by TWA varies widely from year to year. This number fluctuates according to scheduling constraints set by TWA and outside-employer demand. One year TWA may train as few as fifty individuals from other companies, the next year as many as 300.

TWA offers a wide variety of training services for employers. Programs range from teaching trainees how to use new aircraft equipment, systems, and procedures—these programs may be prepackaged or customized—to dry lease agreements where a company designs and delivers its own program using TWA training facilities and equipment. All training is conducted on TWA's training sites where expensive training equipment, such as flight simulators, are located.

TWA does not market its outside training services. In all cases, companies who have contacted TWA have learned about them through "word-of-mouth."

UTC contracted with TWA to provide a comprehensive FAA approved "initial" and "recurrent" training for all of its Boeing 727 crewmembers. The five-week "initial" training course consists of classroom training conducted by a stand-up instructor, flight simulator training and checkride, and a checkride in a Boeing 727 aircraft. "Recurrent" training is a three-day course consisting of general aircraft systems review in the classroom and twelve hours of simulator training and checkride. UTC's in-house training department coordinated pilot training schedules.

UTC and TWA continued to work together until UTC sold its Boeing 727 in 1988. Throughout the twelve-year period, TWA provided recurrent training to existing Boeing 727 flight crews and transition training to new pilots on the Boeing 727. UTC continues to work with other companies that provide crew training for its other aircraft.

Public Funding Sources and Intermediaries

The organizations listed above represent one type of provider—those that develop and deliver training. Two other players in the provider arena merit attention—those who underwrite (fund) employer training, and those who act as intermediaries between employers and various training providers. These providers are usually governmental entities—those that fund employer training programs generally use public funding sources, those that fund and deliver training are usually the administrative bodies of public job training programs.

There has been some controversy concerning the way governments provide training to employers. The most common criticism is that public funds are being used to subsidize training that the private sector should be paying for—and would be financing in the absence of these programs. However, public funds traditionally have been used to provide services that the private sector was unwilling or unable to provide. While the notion of public funds being used to subsidize private ventures appears to run contrary to intent of the legislation which created these funding programs, it is important to ask whether the private sector would train special populations (low income and dislocated workers, for example) in the absence of public funds. Perhaps they would, but these public funds may act as a motivator for employers to be more extensively and effectively involved in the training of these populations.

Public Funds Generated at the Federal and State Levels

The Job Training Partnership Act (JTPA) is the largest civilian federally funded training program. Approximately $4 billion is distributed annually to the states on a formula basis. The states then allocate the funds to localities, which have a great deal of autonomy in how the funding is spent on training.

One of the guiding principles behind JTPA is the establishment of Private Industry Councils (PICs). JTPA requires that PICs be established within each service delivery area (SDA) and that 51 percent of the membership and the chairman be selected from among private sector representatives. Over 11,000 business representatives currently serve on these councils nationwide (National Commission on Employment Policy, September 1987).

The administration of the federal JTPA funds at the local level is through a joint partnership agreement between local elected officials and the PICs. This is a change from prior legislation where training was provided under the direction of local elected officials alone. The JTPA legislation, passed in 1982 and implemented in 1983, reflects the conviction that local employers are the best judges of what kind of training is needed within a local community. The unemployed populations specifically identified to be served under the Act, either through local or state oversight or through federal administration, include the disadvantaged—adult and youth, such as special summer youth programs; dislocated workers; Native Americans; migrant and seasonal farm workers; Job Corps eligible youth; veterans; and older workers.

The Act assigns to the local PICs specific responsibilities for providing policy guidance and exercising oversight of local job training activities. The major types of training conducted under the Act fall into the following categories:

- classroom training, which consists of basic education, occupational skills training, or a combination of the two;
- on-the-job training (OJT) which involves skill training in a specific occupation in an actual work setting with a commitment beforehand that the employer will hire the trainee for full-time employment upon successful completion of training (employers are reimbursed for one-half of the trainee's wages for a period of up to six months);
- job-search assistance, which helps recipients learn

how to locate, apply for, and obtain employment; and
- work experience, which is short-term or part-time subsidized work designed to assist eligible participants in entering/re-entering the labor force or enhancing their employability.

All of these types of training can be packaged in many different ways. Frequently the JTPA funds are used to leverage funds from other federal, state, and private sources which can help with complementary specialized services that make the difference in allowing both employers and trainees to participate in a program.

One of the most effective ways for employers to take advantage of JTPA funds is through customized training in which PICs consider training program proposals from individual employers, groups of employers, or proposed industry consortia who will agree to hire a minimum number of JTPA-eligible unemployed individuals upon successful completion of a designated training program. This process tailors each program to the unique training requirements and employment needs of a particular firm or industry where projected numbers and types of new job openings can be clearly determined and identified.

There are two other pieces of federal legislation that offer incentives for employers to train. The Targeted Jobs Tax Credit (TJTC) is made available to employers who hire workers who are in certain targeted categories—usually those who fall below the federally determined poverty level. Employers receive a federal tax credit up to a specified amount when they hire employees who meet certain criteria. While the TJTC does not, in fact, have any training provisions, it often, in effect, results in training. Because training of the economically disadvantaged can be financed by other public job training funds, TJTC can effectively lengthen the period of on-the-job training when another funding source expires. The Veteran's Job Training Act also provides funds for a designated period to employers who hire and train veterans. All of these federal laws have restrictions on the populations that are served.

There are also funding sources that originate at the state level, although, as with federal JTPA funds, they are likely to be distributed to local entities which in turn administer the funds under the guidance of the states. The funds are either distributed directly to the employer who will then conduct the training in-house or to a provider who has been contracted to do the training. In some states, the vocational education system or the community college system is used as the training provider. In other states, other private or public institutions, such as CBOs, conduct the training.

State economic development funds may be the most common source of state funds for training. Forty-six states offer customized training as an incentive to employers considering relocating to the state or expanding their operations within the state. Some will make training funds available only to employers meeting specified criteria, such as being a growth industry or to forestall an employer proposing to move out of the state. Employers are equal partners in the development and delivery of the training programs. Representatives from the provider and the company jointly plan a training development and implementation strategy.

Most economic development training programs are targeted to manufacturing industries and provide training in a variety of technical skills and occupations. Usually, the economic development program provides much more than just training; they link with other organizations in the state when necessary to provide employee screening, recruiting, and hiring; customized training materials; and job and task analyses.

There are many different structures for administering state economic development activities. Some states have established autonomous, quasi-public institutions to administer statewide job training programs. Others house their training programs in the state office for economic development, the governor's office, or the state education department.

A Snapshot: C-E Raymond Enterprise Manufacturing Facility and the Kansas Department of Commerce. The C-E Raymond Enterprise Manufacturing Facility, located in Enterprise, Kansas, is a division of Combustion Engineering Corporation headquartered in Stanford, Connecticut. The facility manufactures bulk handling equipment such as pulverizing and grinding equipment, conveying and handling equipment, pulp and paper equipment, and sheetrock production equipment, and consists of a large machine shop, an assembly plant, and a warehouse. The Enterprise facility employs 185 salaried and 90 hourly workers.

The Enterprise facility only meets the needs of Combustion Engineering Corporation; its sole purpose is to manufacture products for the sales and engineering divisions of the parent company. Therefore, the Enterprise facility is not a profit-making arm of the company. However, the facility did $34 million worth of business with Combustion Engineering in 1988 and expects to do $36 million of business with them in 1989.

The Enterprise Manufacturing Facility has a unique in-house training program coordinated by the Manager of Manufacturing, with the help of an administrative assistant, and overseen by a committee composed of three representatives each from the union and management. While patterned after traditional apprenticeship programs, the program is tailored to meet the facility's unique needs—production at this small facility requires frequent assembly line changes and the employees must be able to change and operate various assembly components. The program has both on-the-job and classroom components. Six-to-eight trainees participate in the training at any one time; two new trainees are taken into the program about every three months. The 4,000-hour program is usually completed in two years, and at the completion of the program, the trainees reach craftsmen status and are close to the top of the payscale. Most importantly, these workers then possess the skills to work on a variety of machines and can switch gears quickly.

All other types of training, including management and supervisory training, are conducted at the corporate headquarters of C-E Raymond's parent company, Combustion Engineering.

In 1986, Combustion Engineering was shutting down many of its larger plants for economic reasons. The company had suffered in the early 1980s when the oil and gas industry had bottomed out and needed to downsize in order to stay afloat. As a result, it closed a large east Chicago plant and divided that operation between a plant in New York and the Enterprise, Kansas facility. This shift impacted the Kansas facility by shutting down a fabrication assembly section of the plant and moving it to another facility eight miles away to make room for the new operation. Rather than lay off their workers, C-E Raymond elected to retrain thirty-two and reassign nineteen workers to other areas.

Combustion Engineering's restructuring also required the company to hire additional employees at the Enterprise facility. Employment rose from 176 in August of 1986 to 260 in June of the following year. Training was also required for these new employees.

After analyzing their training needs and available in-house resources, C-E Raymond determined that time constraints and the need to increase production levels prevented them from conducting training in-house. They needed outside assistance in order to minimize the time that the trainees would be off the line and to ensure that they could be trained immediately.

When C-E Raymond began to look for an outside provider, their parent company, Combustion Engineering, urged them to investigate state funding options in order to help defray some of the training costs. Combustion Engineering knew that New York State has responded quickly to help their New York facility finance training. The Enterprise facility made some inquiries and discovered that they were, in fact, eligible to receive state funds from Kansas.

The Kansas Industrial Training Program (KIT) and the Kansas Industrial Retraining Program (KIR) are typical of many state economic development training programs. The training programs, which had been administered through the general authority given to the Kansas Department of Commerce since 1973, were formally established in statute by the Kansas State Legislature in 1988. These programs were created to provide customized training to new, expanding, and restructuring industries in the state. State general funds and a portion of state lottery funds are earmarked for these programs, and federal funds under the Carl Perkins Vocational Education Act and JTPA are used to supplement them. Employers are reimbursed for training costs including instructor salaries, training materials, and any costs associated with setting up the training program at a local educational institution. Employers are free to select the training provider, and most employers prefer to work with providers they have worked with in the past. Under the KIT program, the costs may be shared with the industry or the employer may be reimbursed for the full cost of the training program. The KIR program is operated on a shared-cost basis with the employer.

The two programs are jointly administered by the Kansas Departments of Commerce and Education. The Department of Commerce is responsible for packaging state and federal dollars that are used to reimburse employers directly for approved training costs.

As is typical when setting up a state-funded training program, when Kansas learned of C-E Raymond's need, a meeting was organized for representatives from the plant, the vocational technical school, the Departments of Commerce and Education, the JTPA program, and the Job Service. The purpose of the meeting was to provide the company with as many options as possible by pooling as many resources as the state had to offer. The state put together a financial package for C-E Raymond—it covered the entire cost of the training program and included $31,989 in state KIT funds, $33,060 in federal Carl Perkins funds, and several

JTPA, OJT contracts for those new employees eligible under the JTPA program. The OJT contracts reimbursed the company for 50 percent of eligible participants' salaries.

After this initial meeting, C-E Raymond contacted the Salina Area Vocational Technical school to set up a machine shop course; this school was chosen because it has an excellent machine shop laboratory and C-E Raymond had worked with them in the past. The employees were sent to the school in groups of sixteen to participate in an eight-week training session in August of 1986. The course consisted of a combination of classroom training and hands-on experience in the school's machine shop laboratory. After returning to the company, the employees were each paired with an experienced machine operator for four weeks of OJT. The state paid all training costs plus the salaries of two supervisors responsible for managing the on-the-job portion of the training.

C-E Raymond is currently using KIR funds for an extensive retraining program. The Enterprise facility has computerized its inventory and other administrative operations and is retraining all of its employees in a new manufacturing resource planning system. Training for supervisory staff will take place in Chicago, Dallas, Orlando, and Kansas City. The remaining workforce will be retrained at the Enterprise facility.

PART III

Linkages are Distinguishable by Type of Training

When employers enter into partnerships with outside providers, they may seek short-cuts that help overcome inherent obstacles created by cooperative arrangements. Our research shows that one distinguishing characteristic of employer-provided linkages is that they are constructed to meet the needs of specific trainee populations within the employer institution. Providers are most often selected because they offer the best training alternatives for a particular occupational group. The following discussion will map out which providers employers most often choose based on the kind of training they are seeking. Figure 10 provides an overview and lays the groundwork for this discussion.

Executive Development Training

There are roughly 2.5 million executives and senior managers in the United States. They represent the top decision-makers in a workforce approaching 120 million people (Monthly Labor Review, 1987). Executives ride atop the managerial ladder, making policy decisions, shouldering overall profit-loss responsibilities, and setting organizational objectives. Executive development training programs are geared toward executives and high level managers who supervise other lower level managers and who make decisions which are often risky and have far-reaching consequences. Most large employers have executive development programs. At least two thirds of those companies describe executive development programs as "individual development" or "the building of leaders." This program focus distinguishes executive development training from other employer-provided training programs because executive employees are not provided training to help them perform a specific task more efficiently. Perhaps, most employers believe that by the time employees reach the executive ranks they have already benefited from extensive human capital development. As they were moved through the ranks, these employees received both job-specific training and substantial professional development experiences including traditional schooling, job rotation, and mentoring that prepared them for higher management. Executive development programs are geared toward helping executives visualize the bigger picture—company direction, a company's domestic and international competitive positions, and the leadership role and responsibilities of the executive.

In most cases, executive development training programs are bought from outside providers. This conclusion is supported by research which shows that in-house staffing for executive development programs tends to be small, with only one or two employees. This staff is primarily responsible for making contacts with providers and coordinating and administering the employer side of the linkage. Another reason that outside providers are used extensively is that most executive development

FIGURE 10

TYPE OF TRAINING	DESCRIPTION OF TRAINEE POPULATION	FOCUS OF TRAINING	HOW PROVIDER IS USED	TRAINING PROGRAM FORMAT	DEGREE OF IN-HOUSE	MOST COMMON PROVIDER	SECONDARY PROVIDERS
INTERNATIONAL (Language & Culture)	Upper level managers, employees and their families. Applies to U.S. employees stationed abroad, foreign employee stationed in the U.S., re-entry of U.S. and foreign into domestic environment.	Foreign language skills; social and professional skills in company culture and foreign culture.	Develop comprehensive customized programs.	Short intensive courses; seminar/ workshops; debriefings.	Mostly outside.	Large and small consultants.	Universities and colleges, community colleges, trade and professional associations.
SALES	Employees responsible for selling products and services to individuals and institutions.	Product knowledge, motivation, sales techniques.	Provide generic prepackaged training materials to supplement inside programs.	Seminars/ workshops.	Product specific training-mostly inside sales techniques frequently outside.	Large consultants.	Community colleges, vocational schools, community-based organizations, unions.
SAFETY	Employees dealing with hazardous materials or in hazardous situations.	Conduct in potentially hazardous conditions.	Provide generic training materials.	Embedded in job-specific training.	Mostly inside.	Large and small consultants.	Community colleges, vocational schools, community-based organizations, unions.
REGULATORY	Employees in industries governed by specific laws and regulations.	Federal, state and local law compliance.	Develop comprehensive programs.	Seminars/ workshops.	Mostly inside.	Large and small consultants.	Professional associations, institutes, colleges and universities.
CUSTOMER SERVICE	Employees who have regular contact with employer's customers.	"Smile" training; personal management; procedural training.	Provide generic prepackaged programs; develop and design new programs.	Seminars/ workshops.	Mostly inside.	Large and small consultants.	Colleges, proprietary schools.
CLERICAL	Support staff and employees with administrative and production responsibilities.	Clerical and administrative skills; personal skills such as teamwork, interpersonal, communication.	Provide and deliver generic prepackaged programs-train trainer.	Seminars/ workshops.	Mostly outside.	Large and small community consultants, colleges.	Vocational schools, proprietary schools, professional and trade associations.
TECHNICAL AND SKILLS	Technicians, craft and skill workers. Employees who need specific expertise to perform one or more components of their jobs.	Skills training to perform a specific function or set of functions.	Develop and deliver comprehensive programs.	Embedded in job-specific training.	Balance between inside and outside.	Vocational technical schools, community colleges.	Large and small consultants, unions, trade associations.

programs are generic and do not need to be customized or tailored to particular company needs or skills. Therefore, the company can save time and resources by purchasing an existing program from an outside provider.

Universities, graduate schools, and independent institutes are the most commonly used providers for executive development training.

Management Development

There are more than five million managers in the United States (Monthly Labor Review, 1987). Unlike executives, a manager executes policy rather than sets it. The manager is a "translator" who conveys policy and motivates the work force to achieve company goals. Managers are responsible for supervising other employees, some of whom may be lower level managers or supervisors. They frequently have concrete data to work with when undertaking a task and often have the most interaction with other employees in the organization.

Most employers believe that a company "makes" managers through extensive formalized training, on-the-job training, and mentoring. Therefore, management development training is not only common among American employers, but it is usually conducted in-house, within the parameters of company philosophy and culture.

Most employees who become managers move up through the ranks, leaving behind hands-on experience and taking on new responsibilities such as coordinating people and resources. Therefore, employer-provided programs focus on basic management skills such as team building, budgeting, decision-making, leadership, and communication.

When an employer does seek an outside provider, it is generally to supplement in-house training efforts. Outside providers are most commonly used to develop and deliver seminars and workshops. Suppliers and consultants have shown the most flexibility in this regard, and are therefore the primary providers. Managers are also often enrolled in generic seminars provided by colleges and universities, professional associations, or community colleges.

Supervisory Training

The supervisory work force includes close to five million American employees. More than half of these are in retail sales occupations. Roughly two million more supervise blue-collar employees in American industry, 700,000 are supervisors in office settings, and the remainder are scattered throughout the nation's industries (Monthly Labor Review, 1987). Supervisors are responsible for managing other employees, but not other managers. Supervisors implement company policies at the point of production or service delivery and train other workers, whether as a designated part of their jobs or through subtle behavioral cues that signal their preferred methods of operation.

Most companies provide supervisory training in the same context as they do management development training. Supervisors usually come into their positions with technical expertise but lack the wide range of interpersonal and managerial skills required for supervisory positions. In addition, the direction and importance placed on those new skills are dictated by company culture and direction.

Therefore, supervisory training is generally conducted in-house and supplemented by outside resources. Programs focus on basic management skills such as team building, interpersonal skills, and communications. Employers most frequently turn to suppliers and consultants who have demonstrated the most flexibility in providing training within the confines of company culture to develop and deliver short seminars or supply pre-packaged training materials. Another commonly used option for these companies is to tap educational institutions like universities and community and junior colleges, as well as professional/trade associations to provide generic seminars and workshops.

Non-Technical Professionals Training

There are close to nine million non-technical professionals in the United States (Monthly Labor Review, 1987). Non-technical professionals are degreed workers who have attained specialized expertise in areas other than mathematics and the sciences such as attorneys, writers, and personnel and training specialists. Non-technical professionals generally have a great deal of autonomy in their jobs and are expected to work with a minimum of direct supervision. They make decisions related to their own areas of expertise, create their own methods for achieving major goals, and set and meet objectives that contribute to achieving larger company goals.

Most companies encourage professional growth for

non-technical professionals through participation in professional societies, university teaching, or consulting. However, employers do provide formalized training for this group in order to:

- update professional skills and expertise,
- meet company needs arising from new projects,
- provide orientation to corporate goals and culture,
- provide hiring and retention incentives, and
- help manage stress and improve health.

Therefore, most training programs encompass both professional and personal effectiveness skills such as business writing, team building, time and stress management, conflict intervention, and speaking and presentation skills.

The more unique the training needs are for non-technical professionals, the more likely the employer will do training in-house. For example, highly specialized topics such as updating Certified Public Accountants on the latest tax laws are more likely to be done in-house with assistance from outside providers. The most commonly used outside provider under these circumstances is the small consultant who usually has expertise in a specific area.

Technical Professionals Training

There are almost 4.8 million technical professionals in the United States (Monthly Labor Review, 1987). Technical professionals are most frequently employees who hold a college degree or higher. They are educated and trained to make broad judgments, to invent, and to apply a particular intellectual discipline to problem solving. More specifically, technical professionals usually work autonomously and are responsible for developing new products and designs, conducting research, and making diagnoses and prescribing treatment (health care industry), but are not necessarily responsible for formal management or exercising direct authority over subordinates.

Most employer-provided training for technical professionals focuses on updating skills or knowledge to apply to new technologies. Seminars are usually geared toward a specialty area that can be broadly applied to a specific area of expertise. For example, a seminar for technical professionals might introduce a new synthetic material and explain its development, properties, and uses. One trainee—the design engineer—who attends the training to develop a new product will use the information differently than another trainee—the engineer—who will test the product once it is developed.

While most training is provided in-house, employers frequently use colleges and universities because of their experience teaching adults. However, there is a growing number of research and development institutes as well as manufacturing companies that are coming into the training loop for technical professionals. They provide a new comprehensive focus because they bring together all workers involved in developing a new product—from technical professionals to production workers and sales and marketing personnel.

International Training

International training participants are generally upper level managers, employees, and their families who are going to work and/or live in a foreign country. This description not only applies to U.S. citizens stationed abroad but also to foreign employees stationed in the U.S.

Because international training encompasses such a broad spectrum, it has several components. International training includes short, intensive courses, seminars and workshops in:

- language training for U.S. employees stationed abroad and foreign employees stationed in the U.S., as well as the families of each of these groups of trainees,
- culture training on the social and political environments for U.S. employees stationed abroad and foreign employees stationed in the U.S., as well as the families of each of these groups,
- culture training on the business (company) environment to teach U.S. employees stationed abroad and foreign employees stationed in the U.S. how to function professionally, and
- cultural re-entry training for U.S. employees stationed abroad and foreign employees stationed in the U.S., as well as the families of each of these groups to re-orient and update them on social, economic, cultural, and professional climates in their native countries.

Many companies provide international training out of necessity; their employees must be able to adapt and communicate in foreign surroundings in order to perform their jobs—very few employees and their families hold these skills before they are assigned to an overseas job. Because the training requirements are so spe-

cialized, employers almost always seek outside providers to conduct this type of training.

Employers generally contract with small and large consulting firms who specialize in all types of international training. However, colleges and universities as well as professional/trade associations are beginning to break into this field.

Sales Training

There are almost thirteen million marketing and sales employees in the United States (Monthly Labor Review, 1987). Sales training programs are geared toward employees responsible for selling products and services to individuals and institutions. While most of these employees work within the retail industry as salespeople, clerks, and cashiers, there are a large number of sales representatives in commodities, securities, and other service industries. Sales employees are responsible for relaying new product applications and innovations up the corporate ladder. In fiscal terms, business strategies often hinge on the strength of the sales force.

Due to the fact that the connection between sales and the financial bottom-line is clearly evident, most employers keep a tight rein on sales training by conducting the training in-house.

Employers may use a blend of inside and outside resources depending on the training topic. For example, product-specific sales training, including production orientation and updates which deal with proprietary issues, is often done in-house. This is not only to maintain a competitive edge, but also because in-house staff are usually familiar with the product and readily available to deliver training. On the flip side, generic sales training on topics such as interpersonal skills, negotiation, and sales and motivation techniques are available from a variety of providers. Many are even available in the video market. It is much more cost effective for the employer to purchase these training programs than to reinvent the wheel.

Large consulting firms are the most commonly used providers for sales training. Some companies link with colleges and universities and, less frequently, with community colleges, professional/trade associations, and unions.

Safety Training

Safety training is geared toward employees who deal with hazardous materials or who are in hazardous job situations. These employees must learn how to handle and operate products and equipment under potentially dangerous conditions.

Because safety training is critically important, often dealing with "life or death" situations for employees and citizens, most employers allocate in-house resources toward safety training. In addition, because its purpose is to prevent accidents, most safety training is embedded in job-specific training.

General topics in safety training include industrial hygiene, fire protection, and loss protection. Most safety training is not taught in separate courses, rather they are incorporated into general courses. For example, safety instructions for climbing telephone poles or working on top of poles are taught as part of a course on how to perform the job of a telephone line repairman.

Employers generally link with outside providers for safety training when they are providing a generic program such as first-aid or they need supplemental program materials such as video tapes. These items are commonly available for purchase as off-the-shelf products.

Employers most frequently look to large and small consultants for assistance in these areas. Secondary providers include community colleges, vocational schools, community-based organizations, and unions.

Regulatory Training

Regulatory training is geared toward employees in industries governed by specific laws and regulations. In fact, training requirements are usually laid out in regulations issued by a government agency; these regulations usually include guidelines for how, when, and how long training must be administered. Therefore, employers have no choice but to allocate in-house resources for that purpose. It comes as no surprise then, that providers for regulatory training are extremely specialized.

When an employer does seek assistance from outside resources, it is usually for train-the-trainer workshops and generic or tailored program materials for workshops or seminars. Primary providers in this area are large and small consulting firms, followed closely

by professional associations, independent institutes, and colleges and universities.

Customer Service Training

Despite the growing importance of the customer service field, there are few available data on training per se. Overall, 5.86 million customer service workers were trained in 1987, for a total of 157 million hours of training (Lee, 1987). Customer service employees have regular contact with the employer's customers. They are the link between the company, the product, and the consumer; advertising may make the promises, but customer service workers must deliver on those promises.

Most employers believe that customer service employees must project a "company image" and be aware of the unique characteristics of their clientele. In addition, for many, a customer service job is a first job. Therefore, most employers regularly conduct customer service training with in-house resources. When training is provided by an outside provider, it is usually done within the confines of the organization's culture. Outside providers are frequently brought in when the employer is initiating a new program or when a specialized short seminar or workshop is needed. In many circumstances, outside providers are contacted to provide supplemental pre-packaged materials for an in-house program.

Customer service training programs focus on interpersonal skills, product and service orientation, and customer-interaction skills—which range from learning how to be friendly to procedures for handling an irate customer.

When using an outside provider, most employers seek assistance from small and large consulting firms, followed by community colleges and proprietary schools.

Clerical Training

Clerical workers include support staff and employees with administrative, production, and information management responsibilities. These employees have generally learned computer operation or a new word processing program within the past five years and now use a personal computer for preparing letters, keeping records, and scheduling office events. Many of today's clerical personnel are often responsible for training new clerical workers and even professional staff on new office equipment.

Most organizations do not provide formal clerical training because they believe that clerical workers enter the workforce with most of the basic skills that enable them to do their jobs. However, new technology in the workplace is requiring more formal clerical training. Clerical training programs are also beginning to focus on time management, conflict resolution, interpersonal skills, and teamwork skills.

Organizations most frequently select large and small consulting firms and community colleges for formal clerical training. Other providers include vocational and proprietary schools, and professional/trade associations.

Technical and Skills Training

Technical and skills training is geared toward technicians, craft, and skill workers, some require knowledge of mathematic principles and applications in natural sciences; all require specific expertise to perform one or more components of their jobs. Often, these employees go through a certification process which recognizes their ability to perform a specific function on the job.

Because this type of training encompasses a broad range of workers, it is difficult to draw a clear boundary as to how employers sponsor their training. Overall, employers appear to strike a balance between in-house and outside resources. One fact is clear, however. Technical and skills training is generally embedded in job-specific training. When outside providers are used, they develop comprehensive programs which can be applied directly on the job. This type of training often is well-suited to government-sponsored programs such as JTPA. Therefore many of the outside providers generally have access to public training dollars. The most frequently used providers for skills and technical training include vocational technical schools and community colleges. Less frequently, employers look toward unions, trade associations, and small and large consulting firms.

PART IV

Creating a Linkage is a Learning Experience

The development of a quality relationship between employer and provider is like any other partnership arrangement. It takes communication and a willingness on the part of both parties to cooperate. Both players should expect difficulties to surface on the first few attempts to establish linkages, but they are seldom insurmountable.

In some cases, an employer may feel that a provider has not delivered what was promised. Before dissolving the relationship, however, it's a good idea to find out if poor communication, lack of feedback mechanisms for monitoring the work of the provider, or the absence of a good evaluation structure contributed to the failure. Still other problems may point to a provider's unfamiliarity with the jargon, specific needs, and challenges of a particular industry or organization. The solution might be as simple as the employer investing the time necessary to orient the provider, thus, putting the relationship back on the right track.

Remember, it takes time to build a track record. Many issues that surround any business transaction, such as cost, time, and program content are applicable to training linkages. And, as with any new venture, both provider and employer will become more skilled with practice.

As employers continue to build these linkages, it's worth their effort to construct a quality network of provider relationships. Over the long term, it's good for the employees—they get the training they need; it's good for employers—they get help with emerging workforce challenges; and it's good for local communities because it enhances economic development opportunities.

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U.S. Department of Labor

AMERICAN SOCIETY FOR
TRAINING AND DEVELOPMENT

1630 Duke Street
Box 1443
Alexandria, VA 22313

703-683-8100